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ABSTRACT

This catalog is a collection of profiles describing 50 exemplary programs developed by teachers in New York City schools. The profiles are arranged by subject area and subdivided by grade level, which ranges from kindergarten through grade nine. Each profile includes the following information: (1) a brief program description; (2) staffing; (3) materials and facilities; (4) outside resources; (5) the overall value of the program; and (6) the addresses and telephone numbers of contact persons. The following subject areas are included: (1) the arts; (2) communication arts; (3) computer education; (4) English as a second language (ESL)/foreign languages; (5) health education; (6) mathematics; (7) physical education; (8) science; and (9) social studies. Users are encouraged to contact the developers directly. Those interested in adapting one of the programs are eligible to apply for a $200 grant. School visits and workshops are also available. (FMW)

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CATALOG OF TEACHER-DEVELOPED PROGRAMS 1990-91

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IMPACT II

CATALOG OF TEACHER-DEVELOPED PROGRAMS, 1990-91

NEW YORK CITY PUBLIC SCHOOLS • JOSEPH A. FERNANDEZ, CHANCELLOR

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IMPACT II, INC.
Ellen Dempsey, *President*

Ellen Meyers, *Director of Communications*

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New York, NY 10013
(212) 966-5582

Because it works, IMPACT II has been adopted by 37 school systems in such diverse places as Houston, Texas; Chapel Hill, North Carolina; Washington, D.C.; Northern New Jersey; San Francisco, Los Angeles, and Santa Barbara County, California; Fairfax County, Virginia; the State of Connecticut; and Boston, Massachusetts. Rockland County and Westchester County have implemented a regional IMPACT II program.

NON-DISCRIMINATION POLICY
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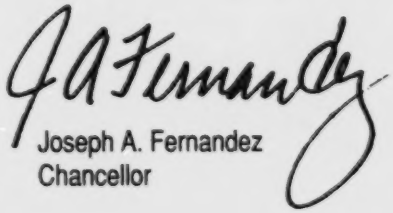
MESSAGE FROM THE CHANCELLOR

It is my pleasure to introduce you to the twelfth edition of the *IMPACT II Catalog of Teacher-Developed Programs, 1990-91*. The catalog contains profiles of the 50 programs developed by exceptional teachers. These teachers were awarded IMPACT II grants to disseminate their ideas, techniques, and materials to other teachers. This new cadre of creative information sharers will join over 2,500 local IMPACT II members to begin to network the IMPACT II way: professional development for teachers, by teachers.

IMPACT II is the flagship program of a national network of more than 20,000 teachers in 30 sites from Boston to San Francisco, including new sites in Miami, Florida and Chicago. I congratulate the new IMPACT II teachers on becoming active partners in this effort to reduce teacher isolation and to contribute to the process of supporting school-based management teams.

As school-based management teams begin to implement the shared decision-making process at the school level, I want to encourage you to make a link between IMPACT II and other pivotal agents of change. Because you are joining a creative network of innovators, you will have an opportunity to spearhead change where it counts the most—in the classroom, with teachers, for children. Through the combined efforts of parents, teachers, administrators and community resource persons, we will increase our capacity to deliver better education, improve student self-esteem and academic achievement.

I look forward to utilizing the talents and resources of the IMPACT II network to meet the challenging needs of teachers and especially the school-based management teams. I also look to you to infuse your colleagues with the same enthusiasm, quality and optimism that is recognized and rewarded by IMPACT II.



Joseph A. Fernandez
Chancellor

ACKNOWLEDGMENTS

The ***IMPACT II Catalog of Teacher-Developed Programs, 1990-91*** was prepared as a project of the Office of the Chief Executive for Instruction, Nilda Soto Ruiz, through the Division of Instruction and Professional Development, Dr. Yvette Jackson, Executive Director.

Grateful appreciation is extended to all of the teachers who wrote their own profiles of the programs that appear in this publication.

Margot Jones, Program Director, supervised the publication.

The catalog was produced by the Instructional Publications Unit, Alaire Mitchell, Assistant Director of Curriculum Research. Kent Beaty, Desktop Publishing Specialist, designed the publication. Marie Bobetsky, Consultant, was the project editor.

Nereida Diaz did the word processing.

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1989 IMPACT II CONVENTION

IMPACT II Convention was hosted by IMPACT II Fairfax County, Virginia, and held in Washington, D.C., November 3-5, 1989. Over 500 teachers from 30 IMPACT II sites met to discuss the future of teaching and the changing roles of educators, to exchange ideas, and to disseminate project information and materials.

❶ Tracy Kidder, Pulitzer Prize-winning author of *Among Schoolchildren*, accepts an IMPACT II award "for bringing the public inside America's classroom" at the convention's opening reception at the National Press Club.

Professor Linda Darling-Hammond, Teachers College, Columbia University, delivered the keynote address and emphasized that "the IMPACT II kind of teaching is needed because we are in an era different from any in history—kids who don't succeed in society, and a society that cannot succeed in education cannot survive in the world economic system."

❷

Just prior to the opening session, networking is already in full swing!

● Charlotte Frank, Chairperson of IMPACT II, Inc., Board of Directors, moderated the panel "How to Become an IMPACT II Entrepreneur." New York City Public Schools teacher, Joseph Sweeney (second from left) was one of seven panelists.

- Adaptor Alamelu Iyengar, P.S. 102, and new developer, Paul H. Feder, P.S. 230.
- Peter Yarrow of "Peter, Paul & Mary" receives IMPACT II award for "bringing your love of music, peace and dragons to New York City teachers and school kids" from the Director, Margot Jones and the Coordinator of Staff Development, Olive Tomlinson.
- Stan Rosengart, Harry S. Truman H.S., congratulates Dorcas Dixon, P.S. 226, his former student and adaptor awardee.
- IMPACT II Student Interns: Latisha Smith, Now Dorp H.S.; Fidelita Yournet, John Jay H.S.; Stella Vereen, New Dorp H.S.; and Grace Perez, Central Park East Secondary School.

Office of the Mayor

CITY OF NEW YORK

Proclamation

WHEREAS: THE TWELFTH ANNUAL IMPACT II AWARDS ARE BEING PRESENTED ON THE SIXTH OF JUNE, AND

WHEREAS: IMPACT II IS THE FLAGSHIP CHAPTER OF A NATIONAL NETWORKING PROGRAM THAT RECOGNIZES AND REWARDS TEACHERS WHO DESIGN AND IMPLEMENT INNOVATIVE PROGRAMS THAT REACH AND MOTIVATE CHILDREN, AND

WHEREAS: SINCE 1979 IMPACT II HAS AWARDED 2,500 GRANTS TO TEACHERS ON ALL GRADE LEVELS AND IN ALL THIRTY-TWO COMMUNITY SCHOOL DISTRICTS, AND

WHEREAS: IN ADDITION TO PROVIDING GRANT MONEY, IMPACT II CONDUCTS WORKSHOPS, ARRANGES INTERSCHOOL TEACHER VISITS, PRODUCES PUBLICATIONS FOR TEACHERS AND DISSEMINATES PROGRAM INFORMATION AND MATERIALS,

NOW THEREFORE, I, DAVID N. DINKINS, MAYOR OF THE CITY OF NEW YORK, IN RECOGNITION OF ITS CONTRIBUTION TO BETTER EDUCATION FOR OUR CHILDREN, DO HEREBY PROCLAIM WEDNESDAY, JUNE 6, 1990 IN THE CITY OF NEW YORK AS

"IMPACT II DAY"

IN WITNESS WHEREOF I HAVE HEREUNTO SET MY HAND AND CAUSED THE SEAL OF THE CITY OF NEW YORK TO BE AFFIXED.

DAVID N. DINKINS
MAYOR

12TH ANNUAL AWARDS CEREMONY

❷

IMPACT II celebrated its 12th Annual Awards Ceremony at the New-York Historical Society, June 6, 1990

❸

❹

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INTRODUCTION

IMPACT II was created in 1979 to reward and recognize creative New York City public school teachers. Through its teacher-to-teacher network, successful programs are disseminated. With the publication of the ***IMPACT II Catalog of Teacher-Developed Programs, 1990-91***, teachers throughout the city are invited to "take an idea and go creative."

HOW TO USE THE CATALOG

This catalog is a collection of profiles describing 50 exemplary programs. The profiles are organized by subject area, then divided by grade level. However, adaptation often takes place across grade levels. You are encouraged to contact the teachers who developed the programs directly for more information. Assistance is also available from the IMPACT II office.

IMPACT II SERVICES

Adaptor Grants. If you are interested in adapting one of the programs that appear in this catalog, you are eligible to apply for an adaptor grant of $200. Request an application from the IMPACT II office. The application period closes in early March. Some teachers adapt programs without applying for grants. If you have recently received an IMPACT II grant, you are welcome to informally adapt additional programs.

Interschool Visits. If you are interested in getting a firsthand look at a program, or if you are interested in inviting a developer teacher to your school to help you get started on adapting a program, staff can arrange for an interschool visit. This service is available to formal or informal adaptors.

Workshops. Developer teachers present workshops throughout the school year. The IMPACT II staff will coordinate workshops upon request.

School-Based Management Team Assistance. The staff will respond to specific request from School-Based Management Teams to provide staff or IMPACT II teacher/field consultants to give hands-on workshops, program awareness presentations, and project implementation sessions.

IMPACT II Star.** The ***IMPACT II Star***** is a newsletter that keeps teachers posted about IMPACT II activities. It provides information about programs and news about the teachers involved in the network. Contact the IMPACT II office for a complimentary copy.

PLEASE FEEL FREE TO CONTACT:

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Margot Jones
Program Director
IMPACT II

THE ARTS

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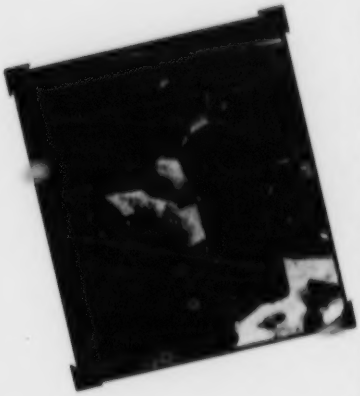
ELEMENTARY SCHOOL ARTS
GRADES 3 THROUGH 5

PUPPET CENTER PROJECT



MORE INFORMATION
John T. Iacometta
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Principal: Philip Tritt

THE PROGRAM

The *Puppet Center Project* is an innovative classroom program based in one area of the classroom. Here children's individual artistic abilities flourish; non-English speaking students practice the language; and the social and emotional needs of all the participants are met.

Making and using different kinds of puppets are enriching experiences that utilize different art media in a low-stress environment. Hand, rod, and shadow puppets and marionettes are only some of the puppet varieties that children create.

In our program, a large, multipurpose puppet stage was constructed and used for a major puppet show production. We also videotaped the performance.

Other performances are planned. The puppets are also being used in the school's guidance and counseling program. Puppets can do wonders for children who have special social-emotional needs stemming from family or psychological problems. Research indicates that children may feel more comfortable communicating difficult situations through puppets. The Puppet Center Project is also open to fourth- and fifth-grade students, some of whom receive counseling. See: Eleanor G. Irwin, "Puppets in Therapy: An Assessment Procedure," ***American Journal of Psychotherapy***, vol. 39, no. 3, July 1985, 389-399)

One lesson used in our program deals with constructing simple "talker" puppets to represent characters in three short puppet shows. The third-grade children use their fine arts skills to be creative, to manipulate puppets, and to read scripts with expression and purpose.

Puppets have included a host of sock, hand, rod, and stick puppets and some marionettes. One sock puppet employed an internal string mechanism to open and close the mouth. Another, larger puppet made of foam used the puppeteer's fingertip as its nose and a slinky toy as its neck. Children also write paragraphs to be used as skits, and scripts to be used as puppet show performances.

We like to visit the Manteo Family Sicilian Marionette Theater, located in the Museum of Staten Island, as well as invite puppet specialists from the theater to our school to enrich the program. There is also opportunity for children to experience fine puppetry at Brooklyn College's Puppetry in Practice Center (PIP).

THE STUDENTS

This program is implemented in grades 3 through 5. At present, my own third-grade class of 26, plus 10 additional fourth and fifth graders are involved, but the program can be used with any age group or achievement level. Efforts are even being made to have senior citizens teach and supervise the children in the creative process.

THE STAFF

The program was developed and is implemented by John Iacometta, who has been teaching for almost four years in his elementary school and who received a minigrant from the Fund for New York City Public Education to establish the *Puppet Center Project* this year. Parents are also involved in providing assistance to the children.

MATERIALS AND FACILITIES

One corner of a classroom (about 2-1/2 to 3 yards square) is the minimum requirement. Ideally, the Puppet Center Project could be implemented in two or three classrooms. A variety of materials is needed: many different styrofoam shapes, foam rubber, several types of adhesives, fabric, decorative objects for puppets, wooden dowels, tools, string (nylon), paint (tempera and air brush), clay, plaster (papier-mâché), and bass wood.

OUTSIDE RESOURCES

The PIP Center at Brooklyn College will, for a fee, present a puppet show and discuss puppetry with the students at a school puppet center. The children can also visit the PIP Center at the college, see a professional puppet show, and learn about puppetmaking and puppetry.

OVERALL VALUE

Developer Iacometta advises, "When puppets that are made are employed as a 'vehicular bridge' to reading, writing, and listening and speaking, as well as to other disciplines, they can become a powerful tool for learning and a motivational force for success."

ELEMENTARY SCHOOL ARTS
GRADES 3 THROUGH 6

BIRDS ACROSS THE CURRICULUM

THE PROGRAM

Birds across the Curriculum is a program that begins with children sketching birds from projected color slides, and then ventures into many other subject areas. The children use soft pencil or charcoal to create simple sketches that may be used as building blocks for future projects.

Large sheets of newsprint or drawing paper are distributed and then folded into sixths or eighths. Each slide is projected for several minutes as the children sketch quickly. A complaint of "I can't draw," is countered with an encouraging, "Just draw what you see." Side views of six or eight different birds are used at first; head-on views and birds in flight, which are more difficult to draw, are tackled in future sessions. Some youngsters turn out accurate, perfectly proportioned sketches as lovely as the birds themselves, while others, working from the same slide, produce wildly exotic winged creatures that exist only in their minds. Color can be added to the sketches with markers, crayons, tempera paint, or watercolors.

Using these sketches for reference, students have created collages, murals, ink-stenciled fabric hangings, and plaster masks. Descriptions of dozens of related activities in language arts, geography, sex education, science and ornithology, and ecology and conservation are available from the developer.

THE STUDENTS

Thirty-eight fifth graders currently participate in one activity relating to birds each week for an entire school year. The program is incredibly adaptable; it can be used with virtually all students, regardless of their classification or skills level.

THE STAFF

Arthur E. Morris developed and implements the program in his class. Morris, a New York City elementary school teacher with nineteen years of experience, is a free-lance nature photographer and writer specializing in birds. For the past six years he has conducted the Shorebird Survey at the Jamaica Bay Wildlife Refuge for the International Shorebird Surveys, Manomet, MA.

MATERIALS AND FACILITIES

Any classroom or small group setup is adequate. Window shades are necessary, and the teacher must have access to a 35mm slide projector. Suitable, made-to-order sets of original color slides of birds may be purchased locally from: Birds As Art, 80-11 160th Avenue, Howard Beach, Queens, NY 11414 at a cost of $30 for a set of 20 slides. It is helpful to have a field guide in the classroom. ***Field Guide to the Birds of North America***, National Geographic Society, Washington, DC, 1987, is recommended. Art supplies needed include charcoal, soft pencils, crayons, watercolors, tempera paints, newsprint, white or manila drawing paper, and construction paper.

OUTSIDE RESOURCES

Class trips to the American Museum of Natural History are invaluable. We visited the Hall of North American Birds and the Birds of the World exhibit. Birding field trips in fall and spring to various city parks and to Jamaica Bay Wildlife Refuge in Queens serve as culminating activities. We had additional help from Studio-in-a-School resident artist Shelly Krapes, woodcarver Bob Stauffer, and graphic artist Johann Schumacher.

OVERALL VALUE

Developer Morris believes, "The children are highly motivated by the color slides of birds that form the basis for all program activities. Their curiosity about the natural world is brought to the surface. They become aware of, and concerned about, their environment and various natural areas around the city, and around the world."

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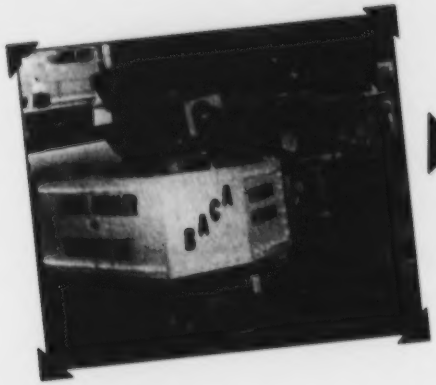
Principal: Michael J. DiBisceglie

JUNIOR HIGH SCHOOL ARTS
GRADES 7 AND 8

MOVING INTO SPACE



THE PROGRAM

Moving into Space is a program designed to develop junior high school students' awareness of three-dimensional design. Discussions are generated around the introduction of wire as an art medium and the origin of additive sculpture. The students become familiar with the tools and binding techniques used in wire sculpture. They explore the concept of negative and positive space.

In the classroom, students are encouraged to invent an idea or a theme for individual wire sculptures. Slides and art works by various sculptors are examined in order to elicit ideas. Some themes used have included the human figure and abstractions of trees.

The program also includes visits to the Whitney Museum of American Art. There the students have a hands-on experience with the sculpture medium. They view Alexander Calder's "Circus" and the accompanying videotaped presentation. They are introduced to other artists in the museum's permanent collection. The way solid forms act upon negative space is one of the concepts emphasized. Some examples used are the art of David Smith and Isamu Noguchi.

An annual art fair displays the students' work in this program. Classes throughout the school are encouraged to view the exhibit, and it becomes an event in which all students can participate and learn.

THE STUDENTS

The program is implemented in the 8th grade, but it can also be adapted for use with students who are gifted and talented in the 6th and 7th grades. The program meets three hours a week over a three-month period. *Moving into Space* can also be used with handicapped students, as an exercise in motor coordination.

THE STAFF

The program was developed and is implemented by Beverly Hoffman, who is both a licensed New York City art teacher and a working artist. She has 4 1/2 years of teaching experience, and her exhibits here and abroad have received critical acclaim.

MATERIALS AND FACILITIES

The program can be implemented in any classroom. Materials needed are: wire cutters, galvanized or annealed steel wire, snub-nosed pliers, long-nosed pliers and glue. I found two books particularly helpful: ***Wire Sculpture*** by Gerald F. Brommer, Davis Publication Inc., 1968 and ***Calder, a Pictorial Essay*** by Bernice Winslow Mancewicz, William Beedman Publishing Co., 1969.

OUTSIDE RESOURCES

Trips to the Whitney Museum of American Art and the Museum of Modern Art, to view works by sculptors such as Alexander Calder, expose students to the creative influence of other artists who work in the medium.

OVERALL VALUE

Developer Hoffman points out, "The overall value of this program is illustrated by the enthusiastic response of the students. By implementing a nontraditional means in order to express abstract ideas, they find an exciting way to achieve and gain an increased sense of self-worth in the process."

MORE INFORMATION

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Principal: Nat Rothman

THE ARTS 5

JUNIOR HIGH SCHOOL ARTS
GRADES 7 AND 8

COMMUNITY CONTACT!

THE PROGRAM

Community Contact! uses photography and related arts in relationship to the community as a vehicle to promote students' interest in reading and writing. The program focuses on Bushwick, the school neighborhood, which is often in the news for negative reasons. *Community Contact!* attempts to help students gain an understanding and appreciation of where they come from.

Variations on this theme, created collaboratively by teacher and students, include: pinhole photographs and compositions about the view from our window, the transformation (with paint and sculpture) of a landmark church, the reconstruction of the facsimile of an old vaudeville house, and a slide show entitled: "Welcome to Bushwick: Our Neighborhood." The teacher does not need any prior photography experience or equipment to create a slide show or exhibition of *Community Contact!*

In recognition of the new decade, "A Month in the Life of Bushwick: Entering the 90s" is the projected curriculum for adolescents who will be entering the work force by the turn of the new millennium. Through this project, the students meet and learn firsthand from the workers and "movers and shakers," essentially their chosen role models in their own neighborhood.

The students in this program are enthusiastic and ambitious. They are receiving support from their other teachers to help them make this project a success. A reading lab teacher, guidance counselor and social studies teacher are collaborating with them. The response from the community is energizing. It is an educational experience the students will never forget.

In class, the textbook ***Photography In Focus***, by Jacobs and Kokrda, National Textbook Company, 1985, is used and recommended.

THE STUDENTS

The program is being implemented with 7th and 8th graders in the Attendance Improvement Dropout Prevention Program. It can be adapted to any age group or achievement level, to students with special needs, with limited-English proficiency, and to the handicapped, at-risk, talented and gifted alike. The eighty students participating meet one period a day, five times a week. In addition, there is a "zero hour program" photography club before homeroom. Students choose to come to this group from one to four times a week.

THE STAFF

Meryl Meisler, who has been teaching photography and related arts for the past decade, has eight years of experience on the junior high school level. She developed and implements *Community Contact!* Meisler's artwork has been exhibited internationally, and her illustrations and photography have been widely published in books, magazines and newspapers.

MATERIALS AND FACILITIES

A classroom with a large space, a darkroom, and a teacher-made subject library are ideal—but not essential. In order to create a slide show of *Community Contact!*, a slide projector is required. If a projector is not available, create an exhibition (mounted on cardstock or construction paper) of lab-processed prints and the students' writings.

OUTSIDE RESOURCES

Guest speakers and visiting artists such as Daile Kaplan (photo historian, curator, author), Jim Marshall (organizer of "Document Brooklyn"), David Channon (multimedia artist), Michael Peters (professional photographer), Holly Ewald (painter, photographer), and Abiodun Oyewole (poet) are highly recommended. Field trips to the International Center of Photography Whitney Museum, Museum of the Moving Image, Minor Injury Gallery (Brooklyn), the annual BACA, Brooklyn Arts Council "Adopt-A-Landmark" exhibit at Long Island University, Salena Gallery and the Of, By, For, Youth Museum are all extremely helpful.

OVERALL VALUE

Developer Meisler advises, "Go beyond the bulletin board and get your students' work out into the community! In this program, your students will meet, photograph and interview the people in their neighborhood. They will document the special events, important places and significant others in their lives. Watch their writings come alive when used to enhance their own photographs."

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Principal: Alberto Bryan

6 THE ARTS

JUNIOR HIGH SCHOOL ARTS/ HOME ECONOMICS/ CAREER EDUCATION GRADES 7 THROUGH 9

DESIGNING WITH A FLAIR!

THE PROGRAM

Designing with a Flair! is a program that introduces students to fashion design layouts and clothing construction techniques. Its interdisciplinary approach creates an intellectual atmosphere of wonder and excitement, appealing to all intermediate-level students. It incorporates communication arts, mathematics, research skills, and creativity, and it enhances independent thinking skills.

Initially, students are asked to name at least one famous designer. This sets the stage for further discussions and activities, such as creating fashion scrapbooks. During the construction stage, students fashion, sew, and press their garments. After fitting the garment carefully, they finish it, paying special attention to details that will give it the professional appearance required.

In addition to creating fashions, all students engage in several individual and group projects such as making pillows. The making of fashion pillows serves several purposes. The students are able to demonstrate their creativity by designing their own pillows. They select the fabric colors, coordinate the trimmings, and decide on the style and shape. They also gain the skill and ease necessary to operate the sewing machine. The students learn different finishings. More important, they gain confidence once they see the completed pillows.

Students also create scrapbooks from fashion magazines, using the latest teen fashions, and they set up a corridor bulletin-board display. They visit department stores and compare designer fashions with manufacturers' clothes—also called "clothes off the rack." The students learn designer's fashions and become aware of the artistic workmanship, style and price differences. They also utilize their creativity and individuality to construct fashions that are displayed in school and modeled at district programs.

THE STUDENTS

This program is appropriate for all students in the intermediate grades; male students, in particular, are encouraged to participate. The program works best in groups of 5-20 students and can easily be managed without an assistant. Students meet Tuesdays and Thursdays from 3:00 to 5:00 p.m. The program is adaptable to other grades (10-12) and to all achievement levels. It is especially adaptable to students with handicapping conditions, and to those who are at risk.

THE STAFF

The program was developed and is implemented by Elizabeth Gordon, a teacher with 12 years of varied teaching experience. It has the flexibility of being limited to an individual classroom or functioning as a schoolwide program.

MATERIALS AND FACILITIES

This program can be implemented in a classroom. Materials required include two or three sewing machines, fabric, notions, iron and ironing board, and patterns. Optional resources are a tailor's ham, fashion magazines, and ***The Singer Sewing Reference Library***, Vol. 1-10, Cy DeCosse, Inc. Minnesota, 1984-1989.

OUTSIDE RESOURCES

A visit from a consultant from the Singer Sewing Corporation's education department is suggested, as are visits to major department stores. Also valuable are attendance at plays with elaborate costumes, and trips to the Metropolitan Museum of Art, the Harlem Institute of Fashion and the Fashion Institute of Technology.

OVERALL VALUE

Developer Gordon tells us, "This program fosters self-esteem and self-awareness; students learn that they can succeed. Improvement was noted in attendance and academics. The program has a cognitive and motivational agenda which encourages independent thinking skills."

MORE INFORMATION

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333 West 17th Street
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(212) 255-6770
Principal: William Ma

AMERICAN MUSIC THROUGH THE DECADES

THE PROGRAM

American Music through the Decades provides special education students with systematic exposure to the music of each decade in the 20th century. In the process, students gain an appreciation for the cultural trends in America and an understanding of its history, based on a concrete approach and hands-on strategies.

The program involves one music class each day, offering activities related to a particular decade in American history. It is divided into ten units. The approximate time frame for completing a unit is two weeks. Each unit covers many themes and ideas for that decade.

The first two weeks introduce the music of the future. Students listen to examples of electronic and computer music. They also develop their own futuristic forms of music and create their own compositions.

The following units trace the history of American popular music from 1900 to the present, by decade. For the decade 1900-1910, the class listens to musical accompaniments to silent movies; for the 1920s, they study the Jazz movement and music for the "Charleston"; and for the 1930s, they listen to "depression songs" such as "Brother Can You Spare a Dime."

Students reproduce the sounds of the decade being studied on keyboards, video recorders and microphones. They read selections about and do original research on the lives of famous recording stars. Class trips reinforce their musical experience. Students have attended open rehearsals at Lincoln Center and Broadway musicals and have spoken to the casts backstage. They are always encouraged to participate in school musicals and vocal programs. Examples of such participation include the *Madison Musicale* and a production of *Guys and Dolls*.

THE STUDENTS

Five classes each composed of twelve special education students, participate in this program. The students range in grade level from 9th to 12th. Classes meet once a day for forty minutes. The program can be adapted for grades 6 to 8, and for mainstream students as well.

THE STAFF

The program was developed, and is implemented, by Bernard Schwartz, a high school special education teacher for 21 years. Schwartz has worked with the E.N.A.C.T. theater group, producing shows for the profoundly retarded. The program does not require any assistants, although a paraprofessional would be a helpful addition.

MATERIALS AND FACILITIES

Implementing this program does require a phonograph or a tape player, and access to records and tapes of different musical periods. In addition, it is recommended that the class have at least one electric keyboard for music composition and a cordless microphone.

OUTSIDE RESOURCES

Visits to the Museum of Broadcasting and attendance at productions of the Lincoln Center's Performing Arts Program, New York University's "Creative Arts Team," and other theatrical events have been enhancing to the program.

OVERALL VALUE

Developer Schwartz explains, "This program makes music come alive to students. It examines the music of this century as it reflects the popular cultural trends. In addition, students are given the opportunity to watch the process of contemporary music emerge through different experiences. Students always cherish these experiences."

MORE INFORMATION

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(718) 377-0400
Principal: Norman Fisher
Special Education Supervisor: Arlene Jordan

8 THE ARTS

HIGH SCHOOL ARTS
GRADES 9 THROUGH 12

MASKS: REFLECTIONS OF OURSELVES

NATIVE AMERICAN

THE PROGRAM

Masks: Reflections of Ourselves is an art program based on the study of masks—their making and meanings. Through their study, students gain an appreciation of different cultures, (both past and present), and develop insights into themselves and about art. Throughout history, all over the world, masks have played a significant role in art and decoration, religion, mythology, entertainment and psychology.

A study of geography, history and literature is thus integrated into an interdisciplinary curriculum as students become aware of the commonality that unites humankind.

In class, students study the various types and uses of masks from such places as Japan, Africa, the Americas, and the South Pacific Islands. To make their own masks, they first use drawing materials to depict their ideas. Then they make plaster casts of their faces. At this time, they decide how to adjust the plaster mask to suit the desired result (i.e., historical, contemporary, realistic, fantasy, etc.). Students then decide how to paint their masks.

A critique and discussion emphasizing the particular use of their masks in specific cultures is followed by the creation of a large display featuring a selection of the masks, together with a written explanation of their use and history.

A practical aspect of the project is the study of the materials used to make masks. Such materials are: Roma plastilina, Plaster of Paris craft fabric, Pliatex cold pour mold rubber, paints.

There are many books available in the art classroom and in the school library. Two recommended titles are ***African and Oceanic Art***, by Margaret Trowell and Hans Nevermann (Harry N. Abrams, Inc., Publishers, N.Y.), and ***One Hundred Great Masterpieces of the Mexican National Museum of Anthropology*** (same publisher).

THE STUDENTS

The program is implemented as part of the art classes of mixed grades 9-12. The classes meet five times a week for four weeks. The program can be adapted to both lower grades and "special needs" students.

THE STAFF

Donald F. Moran developed and implements the program. He has been teaching at the high school level for ten years.

MATERIALS AND FACILITIES

The art room setup is geared to helping students work easily and quickly. Materials needed are casting materials, books, and slides of various types of masks. Alternative methods, especially for lower grades, might include the use of papier mâché.

OUTSIDE RESOURCES

Enrichment of the program can be provided by visits to the American Museum of Natural History, the Museum of the American Indian, the Metropolitan Museum of Art, and the Brooklyn Museum.

OVERALL VALUE

Developer Moran tells us, "Some of the outstanding features of this program are the actual making of plaster masks and the investigation of how masks are used in various cultures. The program relates to contemporary art (in the work of George Segal and others), and is the first opportunity many students have had to understand the concept of masks as art skills in an interdisciplinary and multicultural context."

KABUKI

MORE INFORMATION
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Principal: Gloria Rakovic

COMMUNICATION ARTS

ELEMENTARY SCHOOL COMMUNICATION ARTS GRADES PRE-K THROUGH 3

URBANTASTICS

THE PROGRAM

Urbantastics is a program that gives children the opportunity to explore, dramatize, write, retell and ultimately enjoy the myriad of positive experiences that are unique to children who reside in the city.

Urban delights are highlighted, from a child's vantage point, in a host of award-winning works of children's literature. Friendships, lifestyles, fantasies, and interpersonal relationships serve as stimulants for the children to listen, recall and compare their metropolitan experiences with those of the characters in the stories being read to them.

Books by Eloise Greenfield, Vera B. Williams, John Steptoe, Ezra Jack Keats, and Tana Hoban (all urban dwellers) celebrate the delights of the urban experience. A careful study of the illustrations found in these books serves as a springboard to an appreciation of the visual arts: collage, watercolors, photography and graphic design.

Through group discussions, children enhance their language abilities as they work to clearly communicate their own experiences. A culminating brainstorming activity focuses upon viable themes to function as the basis for picturebooks and/or story books that the children will author and illustrate.

The final component of *Urbantastics* is an anthology of chants and street games created from information provided through questionnaires and interviews of friends and relatives. In addition, trips to the Museum of the City of New York and the Brooklyn Historical Society can augment the students' efforts to collect data for their anthology. Lists of outside resources, lesson plans, and bibliography are available to interested teachers.

THE STUDENTS

Urbantastics can be implemented with children in Pre-K through grade three, with the entire class or small groups. Our program has 20 participants who meet once a week in groups of 5.

THE STAFF

The program was developed and is implemented by Rochelle Kossover and Janice Knight, both early childhood teachers who have extensive backgrounds in visual arts, writing process, and curriculum development in reading.

MATERIALS AND FACILITIES

No special room setup is required, but a wide selection of literature books with an urban theme is needed; for example, ***Apt. 3*** by Ezra Jack Keats and ***Honey I Love*** by Eloise Greenfield. Tape recorders, cassettes, film and cameras, art and craft materials will enhance the children's investigations.

OUTSIDE RESOURCES

No special field trips are necessary, but trips to the Museum of the City of New York and the Brooklyn Historical Society can enhance the research process.

OVERALL VALUE

Developers Kossover and Knight assert, "In this program, children celebrate the positive attributes of urban life through the wide variety of activities presented. Their imaginations soar while language and self-expression are developed through writing and the arts."

MORE INFORMATION

Rochelle Kossover or
Janice Knight
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525 Lenox Road
Brooklyn, NY 11203
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Principal: Mitchell A. Levine

ELEMENTARY SCHOOL
COMMUNICATION ARTS
KINDERGARTEN

LITTLE BOOKS ON HOOKS

THE PROGRAM

Little Books on Hooks is a multidisciplinary program that integrates reading, writing, art and thinking skills. The "Little Books" grow from a single book to a collection that documents the shared activities of a class. The actual writing is done by the teacher, as the children dictate. These activities include class trips, science experiments, cooking projects, guest speakers, rhyming games and story books. The children build up a sight vocabulary with the Little Books, and then they have a reference center readily available for their creative writing. The writing consists of topics chosen by the children and is done on a daily basis.

Each Little Book has its own special shape, which provides a self-cuing system that allows the five-year-old to choose independently. For example, a book about colors may be shaped like an artist's palette. When a child involved in this program goes to the Little Book Center, he goes to a pegboard that has been covered with bright, attractive contact paper. Each Little Book is made from oaktag that has been cut into six identically shaped pages. These are held together by rings and hung on the pegboard hooks. When a child chooses a book, he must leave his name card on the empty hook. This provides the teacher with an easy way of keeping track of pupil progress and the location of the Little Books. In the beginning of the year the books are in demand but in short supply, so three copies of each volume are needed. As the term progresses and the books become more numerous, one copy of each is sufficient.

The Little Books evolve from the natural sequence of kindergarten life. When the guest speaker of the month was a local dentist, the ***Tooth Book*** was the result. Our class trip to see the exhibit "Dinosaurs Alive" produced two Little Books; the first, in the shape of a bus, had five words that described the trip, while the second, in the shape of a dinosaur, had five words that are synonyms for *big*. A class cooking project produced the ***Muffin Book***. The possibilities are endless, and while I have copies of all the patterns I use, most teachers want to be creative on their own. My own patterns can be mailed to any teacher who wants them, and I will be happy to answer all requests or honor classroom visits for anyone who wishes to see the program in action.

THE STUDENTS

Little Books on Hooks is implemented in the kindergarten classes, with 24 students to a class. The groups meet 5 times a week for 15 minutes. The children are a happy, mix of native Staten Islanders and recent immigrants from Asia, Poland, Israel, Germany and Italy. As the school is barrier-free, there is frequently a handicapped child. Little Books can cross all language barriers because they appeal to a five-year-old personality. They are small and easily handled, they deal with the familiar, they are repetitive and fun to share with a friend.

THE STAFF

Elizabeth W. Kelly, who developed and implements this program, has 24 years of teaching experience, and has given workshops for teachers on this program. For help in cutting out the Little Books, Kelly was fortunate in having the cooperation of parent volunteers.

MATERIALS AND FACILITIES

The materials needed are a pegboard (most classrooms have them); pegboard hooks; contact paper; rings for binding; oaktag paper; magic markers; patterns; scissors; and a hole punch.

OUTSIDE RESOURCES

The outside resources that enhanced our program included guest speakers—a dentist, a gardener, and a sweeper; and trips to the police station, the firehouse, the library, the Rutgers farm, and the "Dinosaurs Alive" exhibit at the Staten Island Zoo.

OVERALL VALUE

According to developer Kelly, "The Little Books constitute a system wherein each child can progress at his or her own rate. For the immature, the slow learner, and the non-English speaking child, they provide an extra support system that is easy and fun to use. For the average child, they provide a chance to forge ahead in an experimental way, without the constrictions of right or wrong answers. For the gifted child, they provide a chance to illustrate and write their own Little Books. For all, they provide the understanding that the written word has a place in the children's reality.

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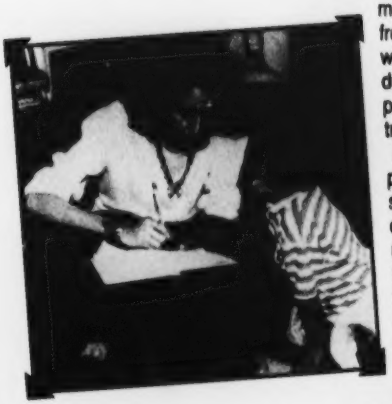
12 COMMUNICATION ARTS

ELEMENTARY SCHOOL COMMUNICATION ARTS GRADES 2 THROUGH 5

TALES IN TALL TREES



MORE INFORMATION
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THE PROGRAM

Tales in Tall Trees, a program which uses a portable exhibit as a setting, engages students in the process of storymaking, reading, and writing through carefully prepared activities that extend all aspects of the curriculum in the elementary grades.

Stylized trees provide the setting for storymaking, storytelling, and dramatic puppet play as well as for reading and research activities that can be adapted from the first to the fifth grades. These three-dimensional tree constructions display clearly defined examples of narrative, expository, and declarative writing, as well as fairy tales, picture books, mystery, adventure, and journalism.

Storymaking guidelines and activities ranging from writing, dramatic puppet play, and investigative reporting to science engage the students in literature-based activities across the curriculum. An example of a classroom activity is the Beginning- Middle-Ending Tree. The three-dimensional tree, constructed by the instructor from 4-ply poster board, displays a maze on which numerous story starters or leads introduce early education students to the writing process. Older students use the story starter tree as a writing source.

A student takes the pointer and begins the prewriting process by tracing a path along the story-starter chosen. Another exhibit introduces the children, in interactive ways, to the means by which news is gathered, edited, transmitted and received. Students compose, write, edit and publish their own newsletter or class paper.

Genre trees initiate students into the exploration and attributes of story styles. Activities that extend the exploration include reading examples of each type of literature, book club formation, and group presentations of club books read.

A fully developed unit in the program is a tree that initiates, provides activities across the curriculum, and extends classroom exploration of Laura Ingalls Wilder's "Little House" books. Ideas and activities, prepared in duplicate, include cooking food described in ***On the Banks of Plum Creek*** (science and mathematics); researching tools, weapons, transportation, and maps of the period (library skills); designing and fashioning puppets, dolls, toys, and flowers described in the book series; creating dioramas, writing journals, setting up a trading post, or participating in an "early settler day" in which games, foods, and daily activities of children from the 1800s are featured.

Books suitable for adaptation to these types of linked activities include: ***Sarah Plain and Tall***; ***Hiroshima No Pica***; ***Johnny Tremain***; ***A Tale of Two Cities***; ***The Little Princess***; ***Caddie Woodlawn***. Lesson plans, instructional guidelines and all activities—along with the tree environment—are available for interested teachers.

THE STUDENTS

As many as 24-30 students can comfortably engage in whole-class activities, and in follow-up and independent activities initiated by pre-activity lessons. Our students meet 3 times a week for 35 minutes. Ten minutes are devoted to a lesson in the writing process, and 25 minutes to writing.

THE STAFF

Tales in Tall Trees was developed and is implemented by Anacleta Regina Baez, a second-grade classroom teacher for 3 years. Baez has received many design awards, and minigrants for nurturing the gifted and talented.

MATERIALS AND FACILITIES

Carpentry assistance or advice would be required in the final erection of trees. Materials needed include craft supplies, paints, two four-ply illustration boards, drafting tools (any kind will do), and access to a copier.

OUTSIDE RESOURCES

Suggested trips include: Seaport Museum for participation in the Sailor's Songs and Stories Program; the Museum of the City of New York for research of children's toys, books, lives, play in the past; the Brooklyn Children's Museum; and the Staten Island Children's Museum.

OVERALL VALUE

"*Tales in Tall Trees*," says developer Baez, "engages students in the process of storymaking and storytelling through the stylized environmental setting of forest trees. Students gain confidence in their own stories, and in their ability to tell stories in their own way and time."

ELEMENTARY SCHOOL COMMUNICATION ARTS GRADES 2 THROUGH 6

NEWSPAPER NATURALS

THE PROGRAM

Newspaper Naturals is a multidisciplinary program which uses the children's natural curiosity about the world around them as a catalyst for producing a classroom publication. In this process, reading, writing, social studies, computers, and critical thinking skills are fully integrated.

The children learn about the different sections of a newspaper, and then translate their learnings into reporting on their own world. Using ***New York Newsday***, and especially their "Kidsday" section as a model, students become newspaper readers and critics. They compare writing styles in the different sections—news, classified, advice, gossip, reviews, recipes, and editorials. Our students explored an actual newspaper by visiting the ***Canarsie Courier***. They saw and interviewed the different people responsible for its production.

Back in the classroom, the students start writing for the different sections of their own paper. They choose their own topics and make drafts, revisions and final publications as part of the class writing process.

The last stage is the editing process, during which the students meet with the editor (the teacher) and discuss the format of their article, its location within the paper, and any problems they may be having.

Printing of the newspaper occurs once a month, using the "Newsroom" software published by Scholastic or Springboard. Seeing their words in print and reading the articles written by their peers is the most exciting part of the process for the students involved.

THE STUDENTS

The participants in *Newspaper Naturals* are 20 second-grade, gifted children. This is an ongoing program, which continues throughout the school year, meeting three times a week in the classroom. The program can be used with any grade, from second and above, and with any ability level.

THE STAFF

Newspaper Naturals was developed and is implemented by Harriet Miller, a classroom teacher for 14 years who has worked with all early childhood grades. For the past eight years she has taught in her district's Gifted and Talented Program. No assistants are needed to implement this program.

MATERIALS AND FACILITIES

The classroom should have a variety of news publications available to the teacher and students; (newspapers: ***USA Today***, ***Daily News***, ***The New York Times***; news magazines: ***US News and World Report***, ***Newsweek***, ***Time***). There should be a student set of ***New York Newsday*** delivered at least once a week. The classroom should have access to a computer with a printer.

OUTSIDE RESOURCES

Our program incorporated visits to a local newspaper, the ***Canarsie Digest***; and to the Brooklyn Public Library at Grand Army Plaza, to view newspapers on microfilm and find out how this is done. Our guest speaker, Ruth Bernstein, former ABC TV Newscaster, spoke to us on "How to Report the News."

OVERALL VALUE

According to Miller, "This program can enhance a student's self-image because in the creation of a classroom publication each child becomes a valuable member of the team. The students choose their topics, write for an audience, draft, edit and revise. The final publication is a celebration of the students' writing abilities."

MORE INFORMATION

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14 COMMUNICATION ARTS

JUNIOR HIGH SCHOOL COMMUNICATION ARTS GRADES 5 THROUGH 9

TRIPLE DARE

MORE INFORMATION
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THE PROGRAM

Triple Dare is an interdisciplinary TV game show which allows the students to compete in physical challenges as well as to answer content area questions.

The students and teachers involved in the program generate questions based on their lessons in social studies, math, and science. They also create physical challenges, such as tossing a crumpled paper into a box held on a team member's head. These challenges precede each round of questions.

Students in video classes are responsible for videotaping the show and for creating "commercials" that are added to the final edited version. Students in art class design and paint a backdrop for the set. The students' imagination and creativity are expanded by involvement in this program.

Students are actively involved in an effort that cannot succeed without real cooperation. Good sportsmanship and mutual respect are part of overall program process.

THE STUDENTS

Triple Dare can function with only one class, or expand to include an entire school, as ours did. The amount of class time allocated to the program varies, depending on the number of students involved. All students spend at least two periods in each content area class, generating questions and physical challenges. Those making sets and videotaping spend considerably more time. The program is relevant for the entire school because the questions evolve from the work done in classes. In addition to the mainstream student population, our production included students from special education and the Attendance improvement programs. The video aspect of this program is best served when students also have a video technology class.

THE STAFF

The program was conceived, developed and is implemented by John Napolillo, who has been teaching English at the intermediate level for 17 years. Al Webber, video technology teacher and former "Eyewitness News" camera technician and editor, assisted with the planning, videotaping and editing of the final version. There was widespread cooperation from numerous staff members.

MATERIALS AND FACILITIES

The materials vary greatly depending on the scope of the program. Art supplies, some sort of buzzer or bell-questioning hardware, tables and chairs are necessary. A public address system, an auditorium, and sets are necessary if the program is done on a schoolwide basis. Video equipment is optional, but in our opinion very important.

OUTSIDE RESOURCES

The students participating in the program were taken to the "Eyewitness News", ABC-TV headquarters. The group was given a tour of the facilities by Cliff Love, Director of Public Relations.

OVERALL VALUE

Developers Napolillo and Webber comment: "The most obvious aspects of this program's success are the excitement and positive interactions among students and staff members. The performance for the schoolwide audience and the subsequent viewing of the videotape positively influences school attitude and tone."

JUNIOR HIGH SCHOOL COMMUNICATION ARTS GRADES 5 THROUGH 8

EDGAR ALLAN POE LIVES!

THE PROGRAM

Edgar Allan Poe Lives! is an interdisciplinary program encompassing reading, creative writing, art and dramatic interpretation. Students broaden their understanding of mystery and detective fiction and learn to recognize moral allegories. The theme of moral responsibility is the essence of these macabre tales.

In this program, two related types of mystery stories are analyzed: the mystery of a crime and its solution, and the mystery of supernatural events. Students recognize that crime stories often include strange, bizarre and terrible happenings.

The first phase focuses on identifying the components of mystery stories about crime, often called detective stories. These components include very carefully plotted schemes of crime and detection, clues and suspense, pursuit and often violence. Mysteries of the supernatural are examined for character development, social commentary and moral allegories. Students develop an understanding of mystery stories through Edgar Allan Poe's character, C. Auguste Dupin, a private detective who became the model for many fictional detectives. They meet Dupin in "The Purloined Letter," a short story noted for its characterization and economy of plot. Dupin's style is analyzed, as well as the profusion and elegance of the use of clues. Very short plays are developed using Dupin's personality. Children emulate Poe's sophisticated use of clues in creating original Dupin tales.

Mystery stories of the supernatural are presented in "The Tell Tale Heart," "The Black Cat," and "The Ragged Mountain." These tales are some of Poe's best-known examples of the use of sheer terror and the bizarre. In the first two stories, the Narrator has a compulsion to kill—and later, to confess the deed. Students analyze the stories for moral allegories.

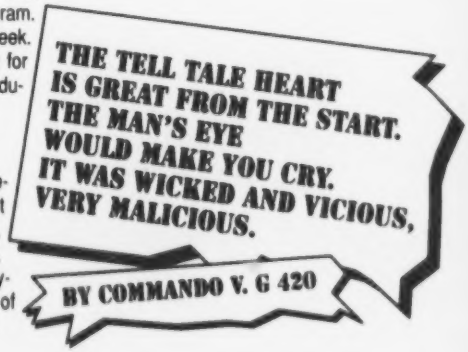
Working in small groups, students create a character sketch of Poe, based on the analysis of the stories. Research is done on the life of the "real Poe," and a comparison is made. Some students recreate their interpretation of Poe's personality in poetic form. Students also summarize the Poe stories and express their feelings in prose and poetry.

A "Blood Red Mystery Luncheon," peopled by the many weird and unusual Poe characters and others who might have appeared in his tales, is prepared. Each child, having previously chosen, in dead secrecy, the name of one of his or her classmates, creates a meal with a preponderance of "blood red" food. Appropriately, ghastly invitations and room decorations have been gleefully prepared earlier.

Children entertain by terrifying the invited guests, both parents and friends, with original skits and scenes from some of Poe's most hideous tales. Original stories, based on the student's interpretation of the author's style, are also presented. All guests are presented with "Edgar Allan Poe Tales," a compilation of the students' diverse poetry which is gruesome, gory, and macabre.

THE STUDENTS

Twenty-five students reading above grade level in the fifth grade are involved in this program. They meet for 50 minutes 3 times a week. Teachers can easily adapt the program for gifted and talented, regular and special education students in grades 6 to 8.


THE TELL TALE HEART
IS GREAT FROM THE START.
THE MAN'S EYE
WOULD MAKE YOU CRY.
IT WAS WICKED AND VICIOUS,
VERY MALICIOUS.
BY COMMANDO V. G 420

THE STAFF

This program was developed and is implemented by Roberta Green, who has taught both gifted and regular education students, grades 4 through 6, for 19 years. In 1987, Green's class won the Grand Prize, Citywide, Elementary Division, for a series of poems on the topic, *We Love New York.*

MATERIALS AND FACILITIES

The program can be implemented in a regular classroom setting. Books containing Poe's tales are required. Craft supplies are needed for development of the luncheon invitations, costumes, room decorations, and scenery for the Poe skits.

OUTSIDE RESOURCES

Local libraries offer excellent resources. A visit to the Metropolitan Museum of Art to see Goya paintings, and those of other artists who depict the macabre, is an excellent enrichment activity.

OVERALL VALUE

Developer Green explains, "The program introduces students to a literary genius, Edgar Allan Poe, (1809-1849), and develops an awareness that quality literature not only lasts forever, but is emulated over and over again."

MORE INFORMATION
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3040 Roberts Avenue
Bronx, NY 10461
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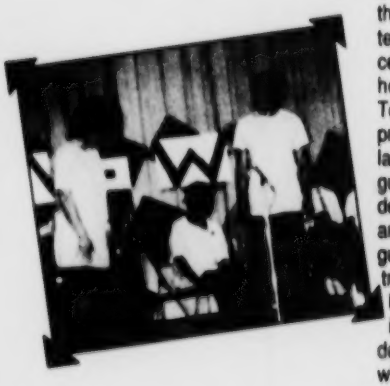
Principal: Charles Lamontanaro

COMMUNICATION ARTS
SPECIAL EDUCATION

TAKING THE SHOW ON THE ROAD



MORE INFORMATION
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P 811Q - CMHC
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Little Neck, NY 11362
(718) 224-8060
Principal: Sybil K. Sheinberg
Special Education Supervisor: Kathleen Kennedy

THE PROGRAM

Taking the Show on the Road has provided its participating students with opportunities to share their performing talents and language abilities with children in general education. The goals established for this program serve to nurture positive feelings of self in the performers; feelings of friendship and cooperation among all members of the "touring company;" better understanding of the individual abilities and limitations of the multiply-handicapped population; and acceptance of non-handicapped children by their handicapped peers. The "road shows," written by the program developer, have language concepts that are central to the plays' themes. Rehearsals are considered language lessons. Temporal concepts, sequencing, improved expressive and receptive vocabulary are among the language tasks included in the productions. Language opportunities for verbal and nonverbal students are provided in all the plays. The IEP goals are incorporated in writing the dialogue; sign language is in evidence (sign language chorus); electronic communication devices are heard "reciting lines." Classroom and out-of-classroom teaching staff provide ongoing motivation for the students. Participants include homemaking students who tie-dye the T-shirts that are used as costumes, and art club members who help create set designs.

The plays used are "The Orchestra Rehearsal" (about friendship and cooperation between musicians and instruments), "Challenges" (learning a new skill), and "It's About Time" (the story of a person who is always late, and her friends the "Days" and "Clocks"). All of the plays use music from Sesame Street to Broadway. Each can be adapted to teach various language concepts to a wide range of age levels, and copies of the plays and music used, including videotapes, are available to replicators or interested teachers. With each play performed, it becomes apparent that the children's involvement goes beyond performing. The end product is a program presented to their peers that is by the children and for the children.

THE STUDENTS

The number of students in this program can range from 15 to about 25. They are selected from the caseload of the speech and language teachers. Participants' ages range from 12 to 20 years, and the classes are ungraded. The rehearsal periods last about four months. Initially, the students meet in small groups during speech and language sessions. Later, as the premiere approaches, they meet daily. This program can be adapted to other age groups and achievement levels.

THE STAFF

Karen Rudnick Popowsky, a citywide speech services teacher based in her school since September 1979, developed and implements this program. It was her own interest in theater that led to the creation of this road show concept. Popowsky is the recipient of a CEC Special Education award and a minigrant for a creative dramatics approach to improved speech, language and communication. The music, art and homemaking teachers are essential to the production of the shows. Classroom teachers and paraprofessionals are indispensable to the success of the program.

MATERIALS AND FACILITIES

For this program, rehearsals are first held in the speech/language room, and eventually in the auditorium. T-shirts for all cast members are dyed, allowing cast members to be color-coded to quickly describe character relationships. Video cassettes, photos and slides are needed to record rehearsals and performances. Photos are used for publicity posters around the school.

OUTSIDE RESOURCES

Trips to professional children's theater productions enhance the students' appreciation of the road to success - the play! We see programs at the 92nd Street YM-YWHA.

OVERALL VALUE

Developer Popowsky is convinced that "The success of this program can be measured by the level of cooperation and the camaraderie among cast members; their ability to feel good about themselves as a result of participating in this program; and the positive audience reaction from 'taking our shows on the road.' Children who, in the past, hesitated about participating in a show have expressed an interest in starting all over again in the next year's show."

COMPUTER

EDUCATION

ELEMENTARY SCHOOL COMPUTER EDUCATION GRADES 4 THROUGH 6

COMPUTER/HUMAN CONNECTIONS

THE PROGRAM

Computer/Human Connections is an interdisciplinary program which helps students learn about the inner workings of the human body through the use of computer programs. This is a student-centered learning experience, with groups of children working cooperatively at the computer on science programs that describe the structure and function of bones, muscles and the skeletal system.

Students work in groups of two, taking turns operating the computer and responding to the questions asked on the screen. They load the software and choose from the menu the lesson they will be working on. The lesson consists of a series of paragraphs with analogies. Students again take turns reading the text of each frame shown on the screen. They are asked questions about the material covered throughout the lesson. This interaction, with immediate feedback, keeps the students' attention.

New terms and concepts are introduced, and children are given the opportunity to use program resources such as dictionaries, scale models, and diagrams to learn their meanings. Quizzes are given after each lesson, and a teacher's management system within the program may be used. This consists of a screen option where the teacher can choose to look at a student's record.

Science software is a wonderful motivating tool which should not be overlooked. The humorous responses, along with the colorful and animated graphics integrated into the instructions, are an added attraction. The students find the programs enjoyable, even fascinating, and highly informative.

THE STUDENTS

Students from the sixth grade, at all levels of achievement including special education, are involved in the program. Groups of eight meet once a week in the computer lab for 45 minutes, using 4 computers. The program is easily adaptable to grades four and five, and to a group of up to four students at a computer work station. The program can also be implemented in a one-computer classroom setting, with groups of four children.

THE STAFF

This program was developed and is implemented by Rachel Bono, a computer cluster teacher working with all students in grades two through six. She has eight years of experience in education and, as a parent volunteer, was awarded one of the first CSA Parent Leadership Awards for her district in recognition of her services to the children.

MATERIALS AND FACILITIES

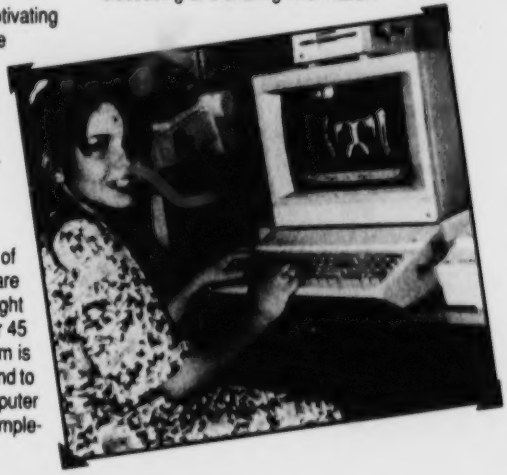
The program is implemented in a computer lab, using four Apple IIe computers. It can also be implemented with one Apple IIe computer and the following science-related programs: "Bones and Muscles: A Team to Depend On" by Marshware, and "Science 2 - The Skeletal System" by Brainbank, Inc.

OUTSIDE RESOURCES

No outside resources are needed.

OVERALL VALUE

Developer Bono assures us, "This program enhances the learning of life sciences, within the framework of an interactive format. It helps to reinforce skills in an atmosphere of cooperative learning, with the students working in groups and discussing and sharing information."



MORE INFORMATION

Rachel Bono
P.S. 193 (CSD 25)
152-20 11th Avenue
Whitestone, NY 11357
(718) 767-8810
Principal: Linda Creash

JUNIOR HIGH SCHOOL COMPUTER EDUCATION GRADES 6 THROUGH 9

CAPSTONE: COMPUTER-AIDED PYRAMIDS

THE PROGRAM

CAPstone: Computer-Aided Pyramids starts with a question: "Can you be as good an engineer in the 1990s as the Egyptians were in 2700 B.C.?" Students find the answers by actively exploring ancient Egyptian architecture and geometry.

Student graph paper drawings and buildings modeled with plasticine are compared with the square-base pyramid, post-and-lintel construction, and mastaba design. The five Platonic solids are constructed from templates and dome kit models. Students build truss bridges to demonstrate the strength of the triangle shape. Geometry becomes more three-dimensional and applicable to architectural engineering.

The children are prepared for this model-building by several lessons on plane geometry. Cooperative learning is developed as students assist each other in the constructions and study of how the Nile and desert environment affected the planning and building of Egyptian structures. They learn which materials were available and plentiful, and how these materials were transported to the building sites. They investigate the various technologies the Egyptians developed and view slides of the Great Pyramid, Egyptian temples, and Imhotep's Step Pyramid and city center.

The students then go to the computer to explore what present-day technology has to offer a young engineer. They use Macintosh programs such as "MacPaint" and "MacDraw" (comparable graphics software for IBM and Apple computers is available). They learn to use the icons necessary to build a pyramid on the monitor.

As they grow more proficient, students change the perspectives, elevations and views of the pyramid. They stack and corbel the "stones" as they progress to the capstone. A visit to the Temple of Dendur at the Metropolitan Museum of Art and Cleopatra's Needle behind the museum (from the reign of Thutmose III, ca. 1450 B.C.) complete the program.

THE STUDENTS

Seventh-grade technology classes meet one double period each week, and two extra-curricular architecture studios meet four hours a week. This program has been implemented with 400 junior high school students from every academic level, and elementary school classes have also adapted specific lessons. Special education students excel in many of the model-building activities.

THE STAFF

Elena Kayak developed and presently implements *CAPstone* in the magnet program in her junior high school. She has been teaching for six years in the New York City public school system, first as a pre-kindergarten teacher. Her own experience with architectural technology and computer instruction has convinced her that the two make excellent partners. The program is supported by the district computer coordinator, the principal, magnet and technical coordinators in the engineering program, students and parents.

MATERIALS AND FACILITIES

A large room with double-sized desks is needed for model-building and storage. Access to the school's computer lab is necessary for the computer pyramid lessons. A slide projector and screen help students review trips, examine maps, and study the Egyptian architecture of Giza, Luxor, and Saqarra. Plasticine is preferable to clay, since it can be remodeled, if desired, for various projects. Templates of various geometric shapes and solids facilitate blueprint-planning and model-building. These materials are available from the developer, as are additional lesson plans for integration into other disciplines.

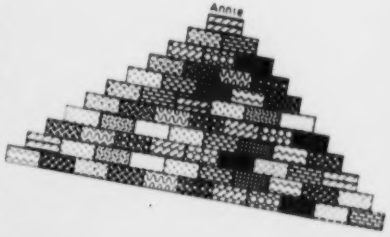
OUTSIDE RESOURCES

The Salvadori Education Center for the Built Environment is an excellent resource for lesson-plan ideas and information on architectural engineering.

The Metropolitan Museum of Art will help teachers arrange for docent-guided and self-guided tours of the Egyptian art galleries and the Sackler Wing.

OVERALL VALUE

Developer Kayak explains, "Ancient Egypt is an exotic and colorful culture, exceptionally suited to the integration of geometry and architecture studies. If the Egyptians could create such architectural monuments with limited technology, students can imagine what achievements are possible using modern technology."

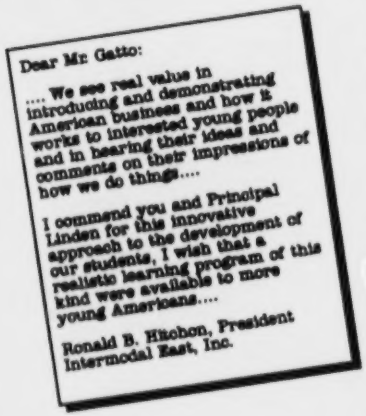


MORE INFORMATION

Elena Kayak
JHS 194 (CSD 25)
154-60 17th Avenue
Whitestone, NY 11357
(718) 746-0818
Principal: Kenneth L. Pittman

JUNIOR HIGH SCHOOL COMPUTER EDUCATION GRADES 7 THROUGH 9

BUILDING A RESUME BACKWARDS



Dear Mr. Gatto:

.... We see real value in introducing and demonstrating American business and how it works to interested young people and in hearing their ideas and comments on their impressions of how we do things....

I commend you and Principal Linden for this innovative approach to the development of our students. I wish that a realistic learning program of this kind were available to more young Americans....

Ronald B. Hitchon, President
Intermodal East, Inc.

MORE INFORMATION
John Taylor Gatto
JHS 54 (CSD 3)
103 West 107th Street
New York, NY 10025
(212) 678-2861
Principal: Jules Linden

THE PROGRAM

Building a Resume Backwards uses the "heuristic" mode of thinking, in which students are encouraged to learn independently through their own investigations. A heuristic solution to creating a "dynamite resume" begins long before college. The student imagines himself or herself to be 21 and tackling the world with powerful evidence that his/her background has earned special respect. Then, turning back from that imaginary vantage point, the student sets about arranging *evidence* in the adolescent time remaining to her or him. School curriculum focuses on the acquisition of accomplishments in ability, experience, and character.

Some resume categories useful to students in job interviews, special program applications, and in creating a personal agenda include: paid work, volunteer, and training experience; list of skills and talents; membership in clubs and organizations; responsibilities; performance experience; elective and/or appointive office; honors and awards; independent study and exploration; and hobbies. Some individuals appear non-competitive because they lack solid accomplishments in many of these categories. The time available to the student in school (and out) is the period when group and individual experiences can be imagined, and eventually filled. This process assists the classroom teacher and the student to see what they are aiming towards, and whether it really has value.

One program goal is to provide experience in applied science through science trips. A trip to the New York Aquarium, at Coney Island, was followed by each member of the class throwing a bottle with a note in it into the Atlantic Ocean on an outgoing tide. One bottle was picked up by the Police Chief of SeaBright, New Jersey, who wrote the student that he was on pollution patrol when he found it. The student wrote back asking to come out for a "one-day apprenticeship" in police work, during which she would apologize to the town of SeaBright for polluting and take the chief to lunch. Funds for this trip were raised by the UFT and the school. The student and her mother left for SeaBright with television news crews and a motion picture company. As a result, six students from the same class were able to secure individual apprenticeships with various businesses whose doors were opened by the publicity.

THE STUDENTS

In the present implementation, 29 "at-risk" 7th graders participate, but the program has been successful with 8th and 9th graders as well. The program is highly flexible and can be adapted to students with special needs.

THE STAFF

John Taylor Gatto developed and implements this program, which originated in an experimental minischool of his own design called The Lab School. Gatto has received widespread recognition for his teaching and civic service, and is currently the subject of a full-length feature film being made about his teaching. He was New York City Teacher of the Year in 1989 (NASSP, CCSSO) and was first runner-up New York State Teacher of the Year for 1990.

MATERIALS AND FACILITIES

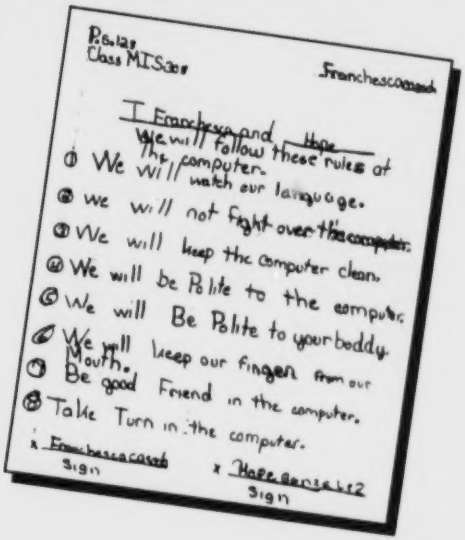
Essential materials include free access to a good photocopy machine; film and developing equipment; subway and bus passes; constant access to a telephone; stationery, envelopes, and postage; daily scrutiny of newspapers, periodical publications and bulletin boards, for notices of resume building opportunities. Reference guides to New York City are useful, as are sample books of resumes, cover letters and some analyses of the job market. Cash for such things as thank-you gifts, small treats, prizes, and photo poster blow-ups pays large dividends.

OUTSIDE RESOURCES

One 7th-grade class did the following field work, all of which will end up on their resumes: Wild-food hunting with Wildman Steven Brill; microscope study at the American Museum of Natural History; political polling at Battery Park City for the David Dinkins campaign; and comparative analysis of St. John the Divine Cathedral, Riverside Church, and Trinity Church.

OVERALL VALUE

Developer Gatto is convinced, "*Building a Resume Backwards* is a valuable passport that connects the abstract school classroom space with the activities of the real world. It provides a reliable entry to businesses and institutions, and is a wonderful organizer of school time."


Rules
Class MISS

Franchescaroach

I Franchesca and Hope
We will follow these rules at
the computer.
1. We will watch our language.
2. we will not fight over the computer.
3. We will keep the computer clean.
4. We will be Polite to the computer.
5. We will Be Polite to your buddy.
6. We will keep our fingers from our Mouth.
7. Be good Friend in the computer.
8. Take Turn in the computer.

x Franchescaroach
Sign

x Hope Santa Ez
Sign

ELEMENTARY SCHOOL
COMPUTER EDUCATION
SPECIAL EDUCATION

COMPUTER BUDDIES

THE PROGRAM

Computer Buddies is a program that develops interpersonal skills and reinforces basic directional and positional concepts for learning-disabled students. It uses a Commodore computer and the "Wizard" drawing software.

The children are paired off and asked to write a set of rules of conduct for the use of the computer. After the rules are established, students are assigned alternating roles of tutor and student. The tutor's responsibility is to create a pattern on paper and give directions to his/her peer, who then develops the same pattern using the computer. The following week the roles are switched.

The students become very enthusiastic developing their own patterns and realizing that their verbal commands result in accurate reproductions of those patterns. Children with language deficits are readily able to create and direct two-step patterns, while higher-functioning children are able to give more complex instructions. These activities motivate the children to plan in advance, give precise instructions, follow directions, and work cooperatively.

THE STUDENTS

This program comprises of learning disabled children in a self-contained class. However, the program is relevant for all students (K-6). It can also help students with behavioral deficits to develop appropriate communication skills.

THE STAFF

Computer Buddies was developed and is implemented by Denia Walters, who is currently working as a bilingual special education teacher.

MATERIALS AND FACILITIES

Materials required include pencils, paper, folders, a computer, and drawing software such as "Wizard," by Scholastic Wizware.

OVERALL VALUE

Developer Walters feels, "Overall, the response to this program is excellent among the learning-disabled students. It gives them a sense of accomplishment in a nonthreatening setting. Most important, the children are able to relate to one another using appropriate communication skills."

MORE INFORMATION

Denia Walters
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560 West 168th Street
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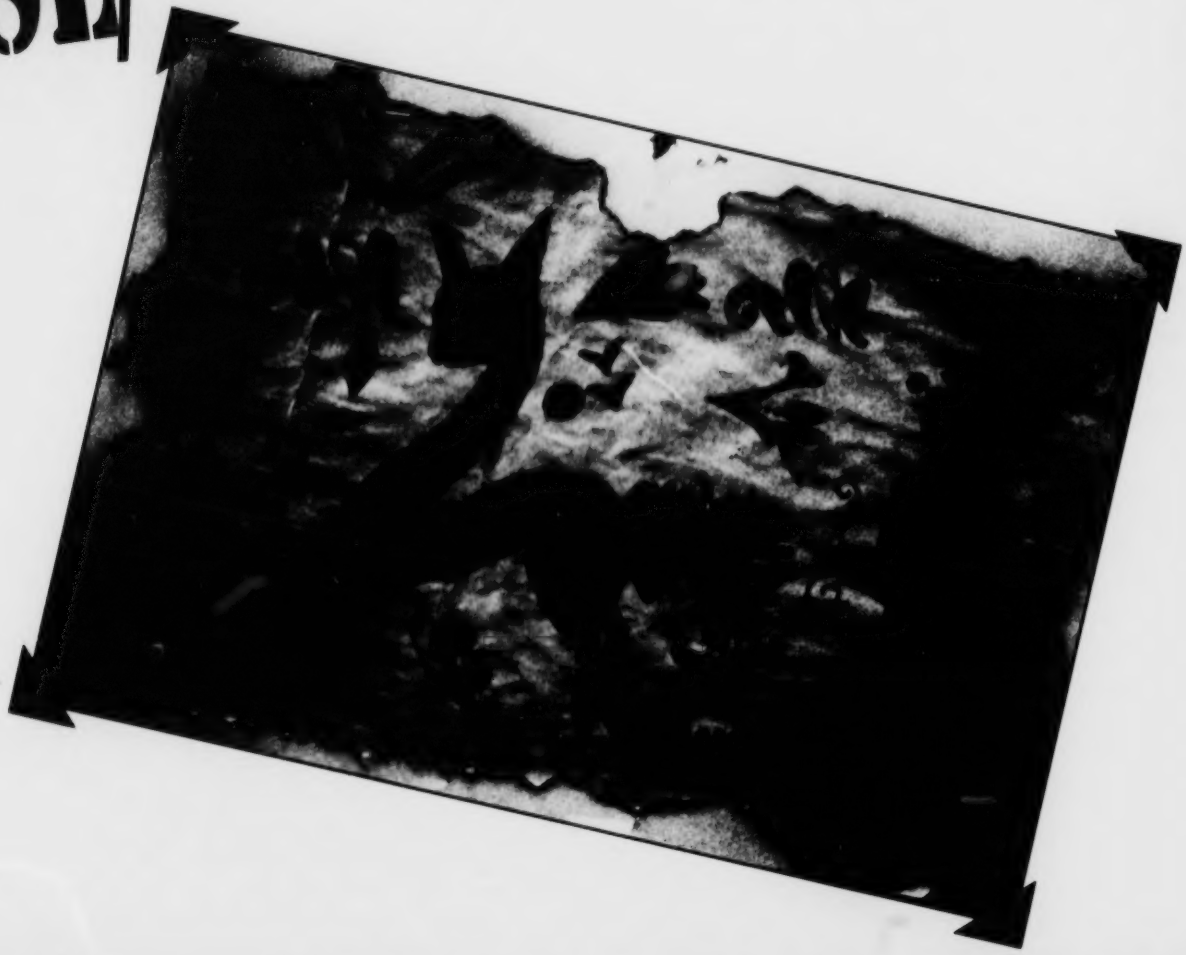
(212) 927-0607
Principal: Blanca Battino
Special Education Supervisor: Larry Kirwan

ESL/



FOREIGN LANGUAGES

24 ESL/FOREIGN LANGUAGES

ELEMENTARY SCHOOL ENGLISH AS A SECOND LANGUAGE GRADES K THROUGH 6

ESBALLOPRAS

MORE INFORMATION
George Shahnazarian
P.S. 111 (CSD 30)
37-15 13th Street
Long Island City, NY 11101
(718) 786-2073
Principal: Catherine Bala

THE PROGRAM

Esballopras is a program that teaches ESL through ballet and opera stories and music, using specialized ESL techniques. Elementary school curriculum materials for program implementation are divided into two levels: Level I (grades K-2), and Level II (grades 3-6). Level I consists of ***Hansel and Gretel***; ***L'Enfant et Les Sortileges***; ***The Magic Flute***; ***Petroushka, the Puppet***; ***The Nutcracker and Clara***. Level II includes ***Odette and Her Swan Maidens***; ***Cinderella and Her Fairy Godmother***; ***The Barber of Seville***; ***Aida***; ***Madame Butterfly***, and ***La Boheme***.

At each level there is a two-pronged approach. On the first track, students "listen and discover" by studying the ballets or operas. On the second track they also "create and produce" by learning how to tell and perform their own stories. The first track shows them how others have told a story by combining music, words, and drama; the second teaches them how to use words, drama, and music to tell their own story. Together these units of study explore all the essential aspects of ballet and opera as forms of communication and expression.

The Level II students learn the story of ***La Boheme*** and identify with its characters by listening to the story synopsis and reading and studying the story. The class is divided into four sections, each group representing one of the four main characters: Mimi, Rodolfo, Marcello, and Musetta. Each group describes and takes notes on the character they represent. The things considered are personality traits, physical descriptions, and personal belongings.

Each group then presents its description to the entire class for comment and further discussion. Since the essence of any great story is crisis or conflict, the students discuss the interrelationships of the characters and their conflicts. All four characters love one another, but circumstances pull them apart. The students are asked to relate this type of conflict to a relevant situation in their lives.

The class looks at the world during the time of ***La Boheme*** by exploring the lifestyles and political affairs during the early 19th century. And the students are helped to understand the elements of opera and how music is used to tell the story of ***La Boheme***.

The students also recreate and perform ***La Boheme*** by acting out the story using props (actual or improvised). All the students are involved, and many opportunities for peer interaction are afforded.

As a culminating experience, the students were taken to a live and exhilarating performance of ***La Boheme***.

THE STUDENTS

About 60 students participate in the program. Grade levels range from K to 6, and classes meet five times a week. The program can be adapted up to grade 12, and can be implemented with larger or smaller groups.

THE STAFF

George Shahnazarian developed the program and implements it. He has had 20 years of experience in tutoring and teaching ESL. The program is implemented without any assistants.

MATERIALS AND FACILITIES

At a minimum, two books are required: ***Dance Me A Story***, and ***Sing Me A Story***, by Jane Rosenberg, Thames and Hudson. The program can be enriched and implemented with audios, videos, computer sound filmstrips, non-sound filmstrips, the ***Metropolitan Opera Encyclopedia***, and the ***New Grove Dictionary of Music and Musicians***.

OUTSIDE RESOURCES

Field trips to Lincoln Center for the Performing Arts for free concerts at Alice Tully Hall every Wednesday at 1:00 PM are a valuable resource. Extensive use of the Library for the Performing Arts at Lincoln Center is also recommended.

OVERALL VALUE

Developer Shahnazarian explains, "*Esballopras* is about something very basic — the human need to tell stories with music and words. The program provides a surprisingly fresh and lively vehicle and focus for developing and sharpening the ESL skills. Teachers would find it highly motivating, exciting, and effective."

ESL/FOREIGN LANGUAGES 25

JUNIOR HIGH SCHOOL FOREIGN LANGUAGES GRADES 6 THROUGH 9

HANDS ON HISPANIC CULTURE

THE PROGRAM

Hands on Hispanic Culture is a manipulative method of teaching ancient or "lost," as well as modern-day, Hispanic cultures and civilizations. In this program, students create and recreate Pre-Colombian facsimiles and artifacts, or make their own designs based on present-day natives' arts. Among these arts are: facsimiles of the gold objects made by the Pre-Colombian Mayans and Aztecs; molas—reverse appliques created by the Cuna of San Blas Islands off the coast of Panama; transposing of Covarrubia's (Mexican artist) population and product maps of Mexico and Spain onto felt and other materials, giving them an almost three-dimensional look; *pinturas de Corteza*—bark paintings in vivid colors done by Mexican Indians.

Following a visit to the American Museum of Natural History's or the Metropolitan Museum of Art's section on Pre-Columbian art, each student selects a particular gold object or figurine and sketches it on paper. In class, students perfect their sketches and draw them on oaktag. Different shapes of dry pasta are glued onto the outline and then sprayed in gold. The finished products are mounted on black construction paper for better contrast, and displayed on the bulletin board.

Molas are made by sewing layers of appliqued cloth. Begin by showing one or two stylized birds, animals or fish, surrounded by geometric forms. Students, however, can choose any simple design. Several layers of felt of various colors are stacked, and the main design is outlined on the top layer. When the outline is cut out, the second layer's color is shown. The same design is cut out on a smaller scale than the top layer. The third color will be revealed, and so on, till the last layer which remains uncut. All layers are glued together at the corners. The finished molas can then be framed, made into a pillow, or used as decoration in the home, office, classrooms or corridors.

Each region in Spain or Mexico is assigned to a group of students, and they decide who will make a particular object, product, or costume within that region. When all regions are completed, a huge map of Spain or Mexico is drawn on felt, cut at the outlines, and pasted on another felt used as a background. Finally, the regions are filled with their typical natives and products found on the artist Covarrubia's map.

Pinturas de Corteza are bark paintings that generally include a central animal or bird, a background tree, and small designs, such as flowers, to fill in the rest of the space. The designs are drawn on brown paper bags and colored in bright colors, and then outlined with black markers.

Dover Press has coloring books of Mola designs as well as Aztec and Maya designs. These are available at the American Museum of Natural History gift shop. Lesson plans for these activities are easily adaptable to any age level.

THE STUDENTS

Any number of students can participate in these activities. The program can be adapted to any age group or achievement level, including special education students.

THE STAFF

This program was developed and is implemented by Anny C. Dietz, who has been teaching Spanish for 21 years and who holds an M.A. in Spanish Language and Literature and a Ph.D. in Comparative Literature.

MATERIALS AND FACILITIES

No unusual equipment or set-ups are necessary. Materials needed are: oaktag, paper bags, glue, felt, scissors, pasta, gold spray paint, cotton balls, threads, and paper plates.

OUTSIDE RESOURCES

Trips to the American Museum of Natural History and the Metropolitan Museum of Art are recommended. Also helpful are copies or prints, photographs and books of Pre-Columbian artifacts and art. A suggested text is ***The Art of Precolumbian Gold, The Jan Mitchell Collection***, edited by Elizabeth P. Benson and published by the Metropolitan Museum of Art.

OVERALL VALUE

According to Developer Dietz, "By doing and not detachedly viewing works of various civilizations, students are actually immersed in these foreign cultures. What better way to motivate students to learn the language of a culture they have taken part in at school?"

MORE INFORMATION

Anny C. Dietz
I.S. 119 (CSD 24)
74-01 78th Avenue
Glendale, NY 11385
(718) 326-8261
Principal: Bernadette F. Boyle

26 ESL/FOREIGN LANGUAGES

HIGH SCHOOL ENGLISH AS A SECOND LANGUAGE GRADES 9 AND 10

TEENAGE PARENTS/TEACHING PARTNERS

THE PROGRAM

Teenage Parents/Teaching Partners is a program that operates during lunch periods. Students who are teenage parents, and whose children are in the day care center at the school work with teachers in the elementary school across the street. They are assigned to specific teachers' classrooms to tutor students in English, mathematics, and reading. Under the auspices of a regularly licensed teacher, these high school students reinforce their own skills while helping younger children.

The students in the program keep weekly logs of their experiences at the elementary school, which are checked and monitored. The high school students earn an alternative English credit for each term they participate in the program, subject to evaluations by the classroom teacher at the elementary school. Their own children are placed in the local Headstart program.

During the holiday season, the teenagers recorded themselves reading a favorite piece of children's literature on audiotape. Books, such as, ***Charlotte's Web***, by E.B. White, and tapes were presented to each class in which a Teenage Parent/Teaching Partner was working. The high school students produced an audiotape of their own voices, and the elementary school students followed along in the book that had been taped. Each teaching partner was also given a book to take home to his/her own child.

THE STUDENTS

Ten students are currently involved in this program. Incoming ninth- and tenth-grade students are chosen because they are an at-risk population. Students use their lunch periods five days a week to work with the elementary school students. They are placed in reading laboratories, kindergarten, and first-grade classes.

THE STAFF

Virginia Kops, Social Worker for the LYFE Center for Teenage Parents at James Monroe High School, coordinates the program with Ira Victor, reading coordinator at C.S. 77. Carol Gladstone originated the program. Kops has a master's degree in social work and education. She has been involved in helping teenagers complete their education after parenthood for the past nine years.

MATERIALS AND FACILITIES

Two schools are required, preferably adjacent to one another because of time constraints. Children's literature and audiotapes, as well as tape recorders, are needed to produce audiotapes of books as holiday gifts from the high school students.

OUTSIDE RESOURCES

Children's books for distribution to the elementary school classes are helpful outside resources.

OVERALL VALUE

Developer Kops advises, "Teenage parents learn how to teach basic skills to youngsters, something they will transfer to their own children. They are given status as teaching assistant for younger children in the elementary school classroom. They learn how to relate to students who are having difficulty with a concept, so that their intervention makes a significant difference. They build up their own self-esteem and confidence."

MORE INFORMATION

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James Monroe High School
1300 Boynton Avenue
Bronx, NY 10472
(212) 991-6951
Principal: Jimmie Warren

HEALTH

EDUCATION

ELEMENTARY SCHOOL HEALTH EDUCATION GRADES 4 THROUGH 6

BE HEART SMART

THE PROGRAM

Be Heart Smart is an interdisciplinary program that teaches the value of good nutrition and a healthful lifestyle. The focus is mainly on making healthy food choices and on stressing the benefits of not smoking.

The program begins with the students learning the importance, functioning, and proper care of our organs (i.e., heart, lungs). For this objective, any science text can be used, accompanied by materials from a packet provided by the New York Heart Association. This packet includes diagrams, question-and-answer booklets, statistics, factual information, and charts for the classroom. The text we used was ***Health For Life*** by Richmond, Punds, and Corbin, published by Scott, Foresman and Co., Lakeview, IL.

In the next phase of the program, students learn about well-balanced meals, and how to read ingredient labels on products. They keep a weekly journal of their eating habits for evaluation. They create their own posters for a school display and contest. In connection with this segment of *Be Heart Smart*, they study elements of advertising design, propaganda, influential communicative skills, and health awareness. A typical lesson might entail analyzing ads from magazines and newspapers for slogans and propaganda.

The culminating activity is a musical production, "Sweet Hearts," starring such characters as Freddy Frenchfry, Frieda Fish and Barney Butter. Presented in February, the play ties in Valentine's Day with Heart Care Month. The cast then has a party with healthful food and beverages.

THE STUDENTS

The program is relevant for an entire elementary school, or it can be implemented by a single class. It presents an opportunity for students with limited-English proficiency or special needs to participate. The art component can include every student, grades 4 through 6. The present implementation involves 30 students from 6th grade, who meet twice a week for 50 minutes.

THE STAFF

The program was developed and is implemented by Antonio Corlito, who is a 6th-grade teacher with 21 years of experience. A grant from the New York Heart Association provided the initial funding for this program, which has the flexibility of involving more or fewer students.

MATERIALS AND FACILITIES

Needed are space to work on large posters, an area to store props and costumes, a film projector, a cassette player and art materials.

OUTSIDE RESOURCES

Materials and information from the New York Heart Association and New York Cancer Society can be extremely helpful.

OVERALL VALUE

Developer Corlito feels, "The students get an opportunity to integrate reading, writing, self-evaluation, artistic skills, and theatrical experiences within a unit of learning. There's room for creativity through visual and performing arts."

MORE INFORMATION
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P.S. 377 (CSD 32)
200 Woodbine Street
Brooklyn, NY 11221
(718) 574-0325
Principal: Carmen Faccio

JUNIOR HIGH SCHOOL
HEALTH EDUCATION
GRADES 6 THROUGH 9

INTERNATIONAL HEALTH

THE PROGRAM

International Health is an interdisciplinary program designed to capitalize on students' foreign backgrounds and stressing the application of health education principles to their own countries of origin. After the initial facts about international health education are presented through health education programs and meetings, our students work as members of a simulated World Health Organization. They function as health ambassadors and/or delegates to each country, in a United Nations format. They check their countries of origin for health standards, problems and laws, while comparing them to the approximately 30 other countries covered by the group.

In the course of their investigations, students write letters to each country, thus developing writing and map skills. They use the directory ***U.S.-Based Agencies Involved in International Health Assistance***, obtained from the World Health Organization at the United Nations. They also consult health magazines such as ***World Health***, and even health videos, which they find very informative.

Ultimately, each student generates a computerized health file on his/her own native land, showing letters of health policy, standards, and laws. Students also use language skills to translate modern health education materials for their own countries. These are sent directly to the schools the children might have entered abroad, or to their parents.

THE STUDENTS

There are 35 sixth-grade students in the current program, and they meet once a week. They represent approximately 30 different countries. The program can be used on virtually any grade level, and with all types of students.

THE STAFF

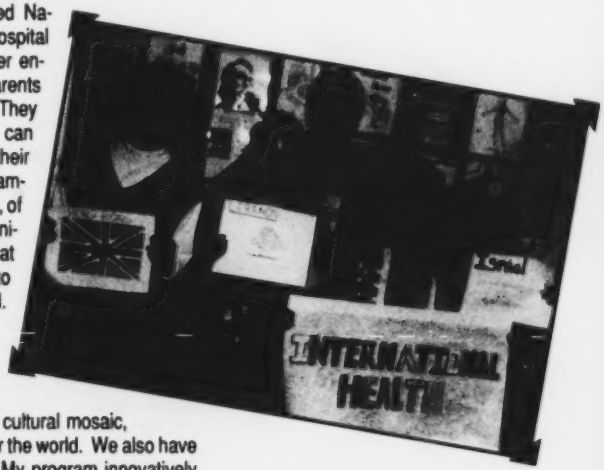
International Health was developed and is implemented by Martin H. Frome, a health education teacher with 16 years of experience. Frome has been involved with two international health education programs in Sweden and London, and has recently collected health education information in the 18 countries he personally visited.

MATERIALS AND FACILITIES

Helpful materials can be obtained from Lenox Hill Hospital Health Education Center, the Heart Association, the World Health Organization, and the American Red Cross. We are using a normal classroom for meetings. Also, though students are asked to use computers and word processors to keep accurate files, typing would also suffice.

OUTSIDE RESOURCES

Trips to the World Health Organization at the United Nations and to Lenox Hill Hospital Health Education Center enhance the program. Parents are a valuable resource. They help on trips, and they can relay information about their countries to the student ambassadors. Jerry Kilkes, of the World Health Organization, has advised that he is available to speak to school groups at the U.N.



OVERALL VALUE

Developer Frome advises, "New York City is generally considered a cultural mosaic, with people from all over the world. We also have great resources here. My program innovatively ties the educational process in with the child's own foreign background. Both the child's learning skills and enthusiasm are improved—as is the quality of health materials for third- and fourth-world countries."

MORE INFORMATION

Martin Frome
I.S. 145 (CSD 30)
33-34 80th Street
Jackson Heights, NY 11372
(718) 457-1242
Principal: Perry Sandler

30 HEALTH EDUCATION

JUNIOR HIGH SCHOOL
HEALTH EDUCATION
GRADES 7 THROUGH 9

THE EAST HARLEM HEALTH AND BIO-MEDICAL CENTER

MORE INFORMATION
Roy Harris or
Stanley Walfish
JHS 45 (CSD 4)
2351 First Avenue
New York, NY 10035
(212) 860-5840
Principal: Isidore Bernstein

THE PROGRAM

The East Harlem Health and Bio-Medical Center is designed to provide students with an awareness of the wide variety of careers available to them in health fields. The program uses community-based health organizations to create a linked, graduated program that strengthens the study of science, mathematics and computers in the classroom. It also provides vocational experiences that model work settings outside the school. The program establishes a connection between what is learned and what is needed and used in an occupational setting. Health facilities in East Harlem, such as Metropolitan Hospital become a partner with the school.

The program is divided into three-year blocks of time. During the first year, 7th grade students visit the hospital about 15 times. The visits are preceded by informative lectures covering facets of hospital procedures. The topics range from radiology and pediatrics to security and computers. During the second year, in 8th grade, hospital personnel visit the students and conduct a series of family living and general health educational counseling sessions. The students also go on-site to other health facilities, such as The Floating Hospital and Mt. Sinai Hospital. And as the students graduate to the 9th grade and enter their third year of the program, they are expected to do volunteer work at Metropolitan Hospital under the Medical Explorer program. The students may also participate in a specialized Nurses Mentor program that is established between the school and the hospital.

The students keep journals of their visits, which are entered into their computers. From these stories, a newsletter is compiled and published for distribution to parents and other students.

This program blends science and humanities into the curriculum, and the students receive a well-rounded, multidisciplinary education.

THE STUDENTS

At present, 120 students are involved in the program. There are 60 seventh graders, 30 eighth graders, and 30 ninth graders. Most of the students are on or above grade level in reading and math. The program has been successful with both special progress and regular academic classes, and it is adaptable for high school students as well.

THE STAFF

The program was developed and is implemented by Roy Harris, who has been teaching for 15 years and Stanley Walfish, who has been teaching for 25 years. A $900 grant from the Metropolitan Life Foundation was awarded to Harris and Walfish for this program, and it is supported by the Gifted and Talented Unit of the New York City Public Schools. Resource people such as Carlos Diaz, Community Affairs Director of Metropolitan Hospital, are vital to the program along with the full complement of teaching staff. The project was featured in a New York ***Daily News*** article and on ABC-TV's "Eyewitness News" in February of this year.

MATERIALS AND FACILITIES

A nearby health facility is needed for this program to work. To insure its success, however, a strong hands-on science curriculum and computer program are also required. Journals must be purchased for the students.

OUTSIDE RESOURCES

The students visit such health facilities as: Metropolitan Hospital, Mt. Sinai Hospital, and The Floating Hospital. When a Health Career Day is offered in the building, various personnel from these and other facilities visit with all students.

Out-of-school experiences are also available to the students: for example, a three-day, two-night visit at environmental centers such as Manice, in North Adams, MA, and Pocono Environmental Education Center, in Dingman's Ferry, PA, is scheduled.

OVERALL VALUE

Developers Harris and Walfish tell us, "This program provides students with a sense of identity and responsibility. They can see the health occupations that may interest them in the future, and at the same time realize that education is the only avenue to securing such jobs."

MATHEMATICS

ELEMENTARY SCHOOL MATHEMATICS GRADES K AND 1

READ YOUR WAY TO MATH

THE PROGRAM

Read Your Way to Math entails the use of children's literature and manipulatives to enrich mathematical concepts in the kindergarten and first-grade curriculum.

Two books that stress ordinal numbers, ***Six Foolish Fishermen***, and ***Harriet Goes to the Circus***, are read to the children. Next, teacher-developed games and activities are played. Some of the games are designed to be played with the class as a whole, while others are meant for small groups and are, in fact, played in a small-group setting. While the games and activities are aimed primarily at teaching ordinal numbers, other concepts such as rational counting, adding and subtracting, most and least, and problem solving are also reinforced.

The second part of the program uses one book, ***Freight Train***, to create a manipulative (train cars of varying number, color, and type) to be used for reinforcement of different concepts and understandings. A board game called "Harriet Goes to the Circus" has different-colored squares, with appropriately colored cards that contain math questions. The children choose an animal game piece and advance one square on a correct answer and retreat one square on an incorrect answer. The first player to reach the circus tent is the winner.

In the course of the program, children are given questionnaires to answer to ascertain their feelings about the various activities and games. At the end of the program, a ten-question cognitive test is given. It serves as a measure of effectiveness with respect to the mathematical goals set at the beginning of the program.

Lesson plans, as well as samples of games and activities, are available for any teacher interested in adapting the program. In addition, copies of the affective and cognitive questionnaires administered to the children are available.

THE STUDENTS

One first-grade class of 23 students is implementing this program. It meets three times a week for one period daily. The program can be adapted for any kindergarten or first-grade class or group. Its appeal also extends to students with special needs.

THE STAFF

Read Your Way to Math was developed and is implemented by Paul H. Feder, who teaches math and science to grades K through 3. The teacher can implement the program alone, but assistants would enhance the process.

MATERIALS AND FACILITIES

Art supplies and separate play areas are needed. Recommended books include: ***Six Foolish Fishermen***, by Benjamin Elkin (Chicago: Children's Press, 1957); ***Harriet Goes to the Circus***, by Betsy and Giulio Maestro,.(New York: Crown, Inc., 1977); ***Freight Train***, by Donald Crews,.(New York: Greenwillow, 1978).

OUTSIDE RESOURCES

Children are encouraged to look for other mathematical concepts in books they read in the school and public libraries.

OVERALL VALUE

Developer Feder explains, "This program integrates children's literature and mathematical concepts. Various children's books are used to design language arts materials and mathematical activities and games to teach math concepts. As the children enjoy the activities and games, they learn mathematical concepts in the curriculum."

MORE INFORMATION

Paul H. Feder
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1 Albemarle Road
Brooklyn, NY 11218
(718) 330-9380
Principal: Sylvia Oberfest

WHOLLY HOLES

ELEMENTARY SCHOOL MATHEMATICS
GRADES K THROUGH 1

THE PROGRAM

Wholly Holes utilizes holes found in the environment as a vehicle to teach children how to gather and organize information for a research project.

The children are asked to suppose that the new mayor may choose to save money by closing some of the holes in New York City, and that they will be his advisors. They must begin an intensive investigation of holes, so that they can make responsible decisions.

They begin by identifying and defining holes. They closely examine clothing and report attributes, properties and functions of holes. They learn to recognize relationships among holes, and become acutely aware of what makes a hole a hole.

They are introduced to the concept that all holes can be classified. They scrutinize the classroom and the neighborhood for objects with holes. They guess the history and purpose of each hole, and start to perceive relationships among them. For example, they discover that holes in air vents and window screens were designed so that fresh air can circulate. They notice that holes in sewers and sinks were both made to allow for drainage of liquid.

Once observations are made and recorded, it becomes helpful to organize data into distinct catagories, or sets. This is achieved by familiarizing the children with the technique of Venn diagramming, which uses overlapping circles to show relationships between sets. Sets of neighborhood and classroom objects with holes invite the first opportunity to create a model of organized information.

The next task involves probing the diagram so that suggestions for potential hole closings can be offered to Mayor Dinkins. It is only after careful analysis that a list of damaging holes begins to emerge. Among the first holes to be slashed, in the event of budget cuts, are holes on the streets of Avenue D, holes in the fence in front of the school, and holes in the glass of the bus stop stand.

Lastly, the children re-examine and re-sort the set of objects that have functional holes to determine which holes they must fight to save. They decide that some objects need their holes to serve their intended purpose whereas others can be redesigned to work in a different way. For instance, hand puppets can be sealed to become stick puppets. And troublesome parking fees can be eliminated by closing the holes in meters.

An individualized learning center follows the research program, and is available to interested teachers for duplication. It incorporates the curriculum areas of language arts, science, and art into a battery of divergent tasks and experiments.

THE STUDENTS

Wholly Holes was developed for a gifted and talented class of 18 pre-kindergarten and kindergarten children, but it can be adapted for children of all ability levels. Teachers of less advanced classes may want to focus upon one cognitive skill at a time.

THE STAFF

This program was developed and is implemented by Debbie Chrust, who has taught grades Pre-K through 1 since 1983. For the past three years, she has instructed gifted bridge classes. She is assisted by a paraprofessional.

MATERIALS AND FACILITIES

Supplies required to implement the learning center are common classroom items such as crayons, paper, and collected junk. A customized set of task cards made from oaktag is necessary, as well as a place to house them. Accompanying worksheets and folders are useful because they help structure the program and provide the teacher with records of completed and unfinished work.

OUTSIDE RESOURCES

The school community is the only resource needed. Walks in the neighborhood are a valuable means of gathering information. Outdoor holes like sewers and potholes provide opportunities to compare and contrast holes. The question of how animals and insects use holes invites yet another avenue to explore.

OVERALL VALUE

According to developer Chrust, "*Wholly Holes* provides the children with a vehicle for learning research skills. It involves them in learning how to think, and to independently organize abstract data. Children can apply the research skills learned to other projects which may be more curriculum-oriented."

MORE INFORMATION
Debbie Chrust
P.S. 208 (CSD 18)
4801 Avenue D
Brooklyn, NY 11203
(718) 629-1670
Principal: Sheldon Naparstek

34 MATHEMATICS

ELEMENTARY SCHOOL MATHEMATICS GRADE 2

INCH BY INCH, FLOWER A YARD!

MORE INFORMATION
Linda A. Kinkel
P.S. 276 (CSD 18)
1070 East 83rd Street
Brooklyn, NY 11236
(718) 241-5757
Principal: Eileene Leibowitz

THE PROGRAM

Inch by Inch, Flower a Yard! is a gardening program that was first developed as part of the school's twenty-fifth anniversary commemoration. A tree was planted in the middle of the unused school garden, and the decision was made to develop a garden to enhance the tree.

The first step in the program was to measure the actual garden area and then plan the additional planting. A lesson in coordinate points on a graph was used to help each child plan the garden. Decisions on what plants to use and the height of each flower were made, so that the arrangement would be most attractive. Geometric shapes that could be used were also discussed. The final choice was a circle of flowers around the tree, and triangular shapes in the corners for flowers and some vegetables.

The actual planting was begun in the classroom. Seeds were counted out to be placed in starter peat pots, and the amount of soil needed for each pot was measured. We checked germination time and made up charts to follow the growth of our plants.

In the waiting time before the outside gardening could begin, the program became even more interdisciplinary. The children planned a ceremony and made up posters to place in the halls announcing the new garden. (Naturally we also had to watch the calendar so that we would choose our planting after all danger of frost was over for the year.) The children looked for appropriate gardening poems that could be used, and in addition wrote their own poems.

When the special day finally arrived, the tree, a Japanese red maple, was planted; and within the next week, the seedlings were planted. The interest and planning had become a growing reality.

Because the children in this program are only second graders, the teacher does most of the preliminary digging and adds the necessary soil nutrients. Older children can do much of this preparation themselves. The children enjoy working with the soil and never complain about the hard work of the digging or the many buckets they carry for watering the growing plants. Some interesting "archaeological" finds were made in the soil, in the shape of old bottles and coins; and, of course, lots of worms and insects. The program has been transferred to the new class, and everyone is patiently waiting for the first of the spring bulbs to begin sprouting.

THE STUDENTS

The students in this program are second graders in a gifted program. However, the program can be used with any elementary level group above kindergarten. The older the children, the more involved they can be in the physical work of planting.

THE STAFF

Linda A. Kinkel developed and implements this program. Kinkel has been an elementary school teacher for seven years. Because of a grant from the National Gardening Association, tools and supplies were already available. Parents are very helpful in the work of preparing the gardening area.

MATERIALS AND FACILITIES

The classroom can be used for planting seeds in starter pots and nurturing them on window sills. Equipment required includes gardening tools, seeds and bulbs, soil and fertilizer, starter pots, watering cans, measuring tools, and gardening books. A recommended text is the ***Youth Gardening Book***, by Lynn Ocone, published by the National Gardening Association, Burlington, VT. Seed catalogs can be obtained from Burpee, W. Atlee Burpee & Co., Warminster, PA 18974 and Spring Hill Nurseries, 6523 North Galena Road, P.O. Box 1758, Peoria, IL 61656. If there is no school garden area, this program can be started in a lawn area; plants can be grown around trees, and even around tree areas on school sidewalks.

OUTSIDE RESOURCES

Trips to the Brooklyn Botanic Garden and Prospect Park Environmental Center are recommended. The custodial staff of our school was consulted before the garden was started, and they were very cooperative. A parent provided the tree and some perennial plants.

OVERALL VALUE

Developer Kinkel suggests, "The best feature of the program is the integration of math skills and science. Once a garden has been started, even on a very modest level, it can be added to each year."

ELEMENTARY SCHOOL MATHEMATICS GRADES 3 THROUGH 5

OCCIDENTAL MEETS ORIENTAL

THE PROGRAM

Occidental Meets Oriental is a program which introduces Chisanbop to elementary school students. Chisanbop is a simple, natural tool for doing basic mathematical computation. The word is a combination of three Korean words meaning finger math calculation.

The premise of Chisanbop is that math should be taught not only by seeing, hearing, and speaking, but also by including the use of the tactile sense of feeling. Using the fingers as "calculators" provides a speedy and accurate way to do addition and subtraction. The children are amazed to learn that the one-time taboo of counting on the fingers really helps in the mathematical process.

From an easily reproduced, teacher-made chart and a set of transparencies, students are instructed in the correspondence between their fingers and numbers. For example, "one" is represented by pressing the index finger of the right hand..."five" is represented by pressing the thumb. The students are then taught to "read" their fingers for the answers to their calculations in addition and subtraction.

The activity reinforces basic math skills and provides an instant manipulative for each student. Foam rubber hands, made by the students, make a personalized tool for the visual as well as the tactile experience. Classes should practice their lessons daily for about 15 minutes, so that the speed and accuracy of the calculations can be maintained.

Chisanbop is based on the decimal system. The right hand represents the numbers 1-5, for a possible value of up to 9. The left hand represents the 10s or 10-50, for a possible value of up to 90.

Chisanbop was created in Korea and brought to America by Dr. Hang Young Pai. Students can explore math as a multicultural experience by learning chisanbop.

THE STUDENTS

One hundred and fifty children from grades 3, 4, and 5 participate in this program. Students in regular education and children with special needs can all become involved with this process because it provides reinforcement of addition and subtraction facts in a simple mathematical process.

THE STAFF

Occidental Meets Oriental was developed and is implemented by Sheila Braun, who has been teaching for 13 years. Braun sees the need for motivation to practice routine addition and subtraction number facts, and Chisanbop seems to be the answer.

MATERIALS AND FACILITIES

The best way to set up the room is in clusters, so that children are able to assist and evaluate each other. This also facilitates the teacher's evaluation of the students' progress.

An overhead projector, with appropriate transparencies, is a valuable tool to demonstrate lessons. If not available, teacher-made charts are a good substitute. Foam rubber hands should be child-made and used as a tactile manipulative.

OUTSIDE RESOURCES

Dr. Hang Young Pai could be invited as a guest speaker for the children, and also as an instructor for the teachers. His book, ***The Complete Book of Chisanbop*** (Van Nostrand Reinhold Company, 1981) is a wonderful resource for teachers who wish to become Chisanbop experts. A bibliography is available upon request.

OVERALL VALUE

Developer Braun advises, "This program has increased the children's understanding of addition and subtraction through a manipulative system. It improves speed and accuracy of these mathematical processes through finger calculations and without rote learning."

MORE INFORMATION

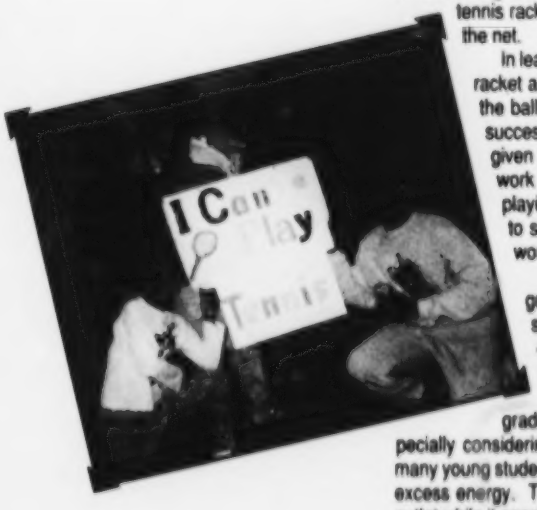
Sheila Braun
P.S. 176 (CSD 29)
120-45 235th Street
Cambria Heights, NY 11411
(718) 525-4057
Principal: Marlene G. Pannell

PHYSICAL

EDUCATION

ELEMENTARY SCHOOL
PHYSICAL EDUCATION
GRADES 2 THROUGH 6

TENNIS ANYONE?



THE PROGRAM

Tennis Anyone? is a program designed to develop the fine and gross motor skills required to hold a tennis racket and hit a tennis ball across the net.

In learning to bounce the ball off the racket and to control the movement of the ball, students develop a sense of success. Workshop practice time is given to students so that they can work on the techniques required for playing tennis. They also learn how to score in the game, and how to work as part of a team.

The teacher's role in this program is to oversee the various stages of development and to encourage the physical skills required.

Physical activity in the early grades is extremely important, especially considering the short attention span of many young students and their need to discharge excess energy. This program provides such an outlet while it generates interest in the sport, itself and the skills required to enjoy it.

THE STUDENTS

Fifteen students participate in this program, from second grade to sixth grade. The class meets two times a week. The program can be adapted to other age groups and achievement levels, and for special education students. Gross and fine motor skills are developed, and these make for success in a physical education program.

THE STAFF

This program was developed and is implemented by Marilyn Ackerman, a physical education teacher, a Tennis instructor who has taught tennis at summer camp for handicapped children. This program can be implemented with assistants from the teaching staff, paraprofessionals, experts or parents. It would also work very well with volunteers who are willing to learn the basic steps in the game.

MATERIALS AND FACILITIES

The basic requirement is a gym room, with ample space to put up a tennis net across the width of the room. Tennis rackets and tennis balls are needed for this program.

OUTSIDE RESOURCES

Extensive and creative use of outside resources exposes students to the art of tennis. On numerous trips to the school's library, students obtain basic information about sports, and about the people who enjoy them. Films on the art of playing tennis, such as ***Tennis Our Way***, put out by Worldvision Home Video, Inc. are shown. Parents participate in trips to professional matches, where students observe the game played by experts.

OVERALL VALUE

Developer Ackerman states, "Student input in developing this program is key to the excitement. Feelings of accomplishment and appreciation at being tennis players follow. It is therapeutic to be able to express aggression in a way that is socially acceptable."

MORE INFORMATION

Marilyn S. Ackerman
P.S. 129 (CSD 5)
425 West 130th Street
New York, NY 10027
(212) 690-5932
Principal: Vera Smith

JUNIOR HIGH SCHOOL PHYSICAL EDUCATION GRADES 4 THROUGH 8

GLOBAL GYRATIONS AND PERSPECTIVES

THE PROGRAM

Global Gyrations and Perspectives is a multisensory and interdisciplinary program which focuses on international studies. The intention is to provide students with activities that promote cultural sensitivity and an awareness of current global dynamics.

Folk dances from a variety of countries are featured, to stimulate interest in exploring other cultures. For example, two Russian dances (the Troika and Korobushka) are taught to students immediately after they view movie clips depicting the Russian people and notable places. The students then work on individual and group projects to learn more about the country they selected to research. This is followed by a trip to the United Nations and a foreign embassy, conducting informal interviews and take pictures. Trips are generally supervised by the homeroom teacher.

As an outgrowth of this program, students create a video presentation entitled *Global Gyrations*. This video incorporates psychomotor skills and allows students to create and perform original floor patterns utilizing the basic steps of every dance. The videotape includes several dance performances and is a source of pride among the students. Eventually it becomes a useful teaching tool shared throughout the school and for future classes.

THE STUDENTS

Approximately 435 multicultural, economically disadvantaged, gifted and talented students participate throughout grades four to eight. Their ages range from nine to thirteen. Most of the students in grades 4, 5, and 6 meet three times per week, and those in grades 7 and 8 meet twice per week. The folk dance program is six weeks in duration, and it may be adapted to various ages and achievement levels. The program content and strategies have a wide range of difficulty and provide the teacher some degree of flexibility.

THE STAFF

This program was developed and is implemented by Luis Alberto Malave, who started teaching in September 1985, but had considerable previous experience in physical education. Malave was granted both the district and citywide Angela Zirpiades Physical Education Awards in 1987.

MATERIALS AND FACILITIES

The following are extremely useful in implementing this program: a large room or gymnasium; arts supplies; tape recorder and cassettes; video camera and cassettes; folk dance records; phonograph; slide projector and slide film; school and community library; computer; and a camera (35mm). Alternatives are left to the ingenuity of the teacher.

OUTSIDE RESOURCES

There is a wide range of possible options available to every teacher. Local libraries; performances of Ballet Hispanico; the United Nations headquarters; the embassies of foreign countries studied; travel agencies; restaurants offering ethnic foods; and college/university students give lectures and presentations to the students. Parents with expertise and/or connections related to folk dances and foreign affairs are invited to share experiences and participate in program activities.

OVERALL VALUE

Developer Malave tells us, "Students are provided with opportunities to select from a wide variety of projects that involve them in researching other cultures and understanding global dynamics. They can use their respective talents (writing, art, sewing, computers,) to participate throughout the program. *Global Gyrations* generates a great deal of excitement and is designed for maximum participation."

MORE INFORMATION

Luis Alberto Malave
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and Convent Avenue
New York, NY 10027
(212) 927-9466
Principal: Mirian Acosta-Sing

40 PHYSICAL EDUCATION

JUNIOR HIGH SCHOOL
PHYSICAL EDUCATION
GRADES 7 THROUGH 9

THE ERICSSON MILE

THE PROGRAM

The Ericsson Mile is a program developed around participation in a one-mile run covering the periphery of the school. One hundred and twenty students are physically and mentally prepared to competitively complete the course by the school's physical education teachers and gym assistant teachers. The runners are instructed in the importance of good nutrition, healthful eating and sleeping habits, proper conditioning and preparation before a race, and warm-up and cool-down exercises before and after the run.

A forum of teachers develops lessons that focus on running. These are taught before the week of *The Ericsson Mile* by all members of the faculty. Highlighted are Roger Bannister, the first man to run the mile under four minutes, and Wilma Rudolph, who despite a withered leg in childhood became the first American woman ever to win three gold medals at the Olympics. Social studies lessons on the history of the Olympics, and how prejudice, politics and drugs have played a role in this arena of international sportsmanship, and science lessons emphasizing an appreciation of the human body as an incredible machine are studied. In math, students compute miles-per-hour runs and splits and convert miles to kilometers. Each discipline contributes to a "running vocabulary." The school librarian introduces ***Runner's World*** and ***Running News***, and establishes a special section for books on running during the month the program is in progress. "The World's Speediest Woman-Wilma Rudolph" (pp. 82-83, ***New Worlds Ahead***, Harcourt Brace Jovanovich) serves as an inspiration to runners and non-runners alike.

THE STUDENTS

One hundred and twenty students in the 7th, 8th and 9th grades, drawn from all achievement levels, participate in this program. They meet after school once a week for practice. This mile race can be adapted in elementary schools. All students, in spite of any limitations, can participate, and those with physical handicaps are also encouraged to be part of the program.

THE STAFF

The program was developed and is implemented by Ed Grassel, a math teacher and gym assistant, and Ann Kandratino, an English teacher. Both have been teaching for over 15 years, and both are avid runners. Grassel used his experience and expertise to establish "The Ericsson Roadrunners," a club that competes in many of the local races.

This program enlists the help of everyone in the school—volunteer students, teachers, paraprofessionals, parents, and other staff members—for safety patrol around the periphery of the school, timers along the course, spotters along the course, photographers, local police, and volunteer ambulance personnel. All students enter a contest for the best design of our running T-shirt. The art teacher encourages the display of posters and banners to celebrate this event.

MATERIALS AND FACILITIES

Four times around the periphery of the school constituted our course. Local police cordoned off the area around the school, and the Greenpoint Volunteer Ambulance Corps volunteered its services to provide any needed medical care. ***The Greenpoint Gazette*** sent photographers and a writer to cover the event. Medals and trophies, ribbons, and running numbers were donated by The Roadrunners Club of New York. T-shirts were bought from private and personal contributions.

Other areas that can be utilized for running the mile are the schoolyard, a local park, or the gym. This event can be schoolwide, or it can be held during a gym period or after school.

OUTSIDE RESOURCES

Students use McCarren Park's cinder track during their practice sessions. They search local community libraries for books and periodicals on running. Visits to the Roadrunners Club and to Atalanta, New York City's foremost women's running team, are invaluable.

OVERALL VALUE

According to developers Grassel and Kandratino, "*The Ericsson Mile* is a running program that encourages and enlists the efforts and talents of everyone in the school. The objective is to have students achieve their personal best, as well as to foster sportsmanship among all students."

MORE INFORMATION

Ed Grassel or
Ann Kandratino
JHS 126 (CSD 14)
424 Leonard Street
Brooklyn, NY 11222
(718) 782-2527
Principal: Sheldon G. Toback

SCIENCE

42 SCIENCE

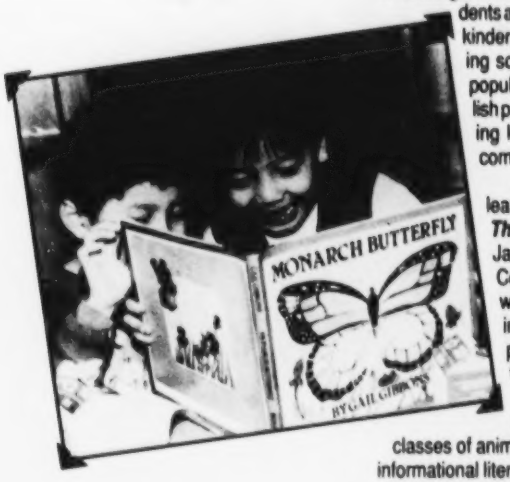
ELEMENTARY SCHOOL SCIENCE
GRADES K THROUGH 3

THE PEACEABLE KINGDOM

THE PROGRAM

The Peaceable Kingdom is an interdisciplinary and multicultural program which develops communication arts skills and an appreciation for children from other cultures. The theme of pets in the classroom is augmented by visits to various zoos.

The children are introduced to the scientific process by studying and observing their classroom pets. Then children in one kindergarten class write their findings in letters to kindergartens in another school, where students are studying similar animals. Each kindergarten is paired with a neighboring school that has a different ethnic population. Hence, the limited-English proficiency and the English-speaking kindergartners develop ways of communicating with each other.



Before the initial writing session, learn about letter writing by studying ***The Jolly Postman***, by Allan and Janet Ahlberg, (Little Brown and Co., Boston, 1986). Then they write letters to their "crayon pals," introducing themselves through pictures, invented spelling, and teacher dictation.

The pet and science center is well-supplied with different classes of animals and flooded with fiction and informational literature. Each child selects a special pet and charts its growth, care, and other behavioral observations in a log. The children communicate their pet research findings every few weeks by letter to their crayon pals.

After listening to ***Turtle Day***, by Douglas Florian, (Greenwillow Books, New York City, 1986), students create a class Big Book about an original animal fantasy story. They make individual animal alphabet dictionaries; learn animal finger plays, poems, and songs; and have a pet parade of animal masks. The children make cardboard-box animals for pantomime shows. Each child also makes a stuffed felt animal of his or her special pet and this becomes a "read to" friend. Health education is taught as the youngsters care for their pets.

This program culminates in two multicultural days and luncheons held in each of the two classrooms and prepared with parent cooperation.

THE STUDENTS

The program is implemented with 24 limited-English proficiency and 27 English-speaking students. It is highly adaptable for grades K to 3 and for all ability and needs levels, including special education. The crayon pal aspect can be done with another class in the same school. The classes meet for 45 minutes, four times a week.

THE STAFF

This program was developed and is implemented by Audrey Green and Aimee Koa-Chan. Green has taught Early Childhood classes, Chapter I Reading, and ESL classes and is currently a staff developer. Koa-Chan is an experienced kindergarten and ESL teacher. The program does not require assistants.

MATERIALS AND FACILITIES

An area of the classroom is needed for a pet and science center, together with accompanying wall space for learning charts and displays of children's work. Animals and equipment for their maintenance are required. Literature and arts and crafts supplies are essential.

OUTSIDE RESOURCES

Field trips to the Bronx Zoo, the Central Park Zoo, and the New York Aquarium are suggested. A curriculum developed by the "Expanding Horizons" program at the Bronx Zoo, especially ***Pablo Python Looks at Animals***, by David Green, published by the New York Zoological Society, 1988, is useful. Parents contribute to the concluding multicultural celebration luncheons.

OVERALL VALUE

According to developers Green and Koa-Chan, "This is a terrific program because it gives kindergartners a real purpose for learning how to read, write, develop their language skills, and learn about animals. A five-year-old adopts a classroom pet, follows its progress closely in a scientific manner, and then shares his/her discoveries with another student in another school through writing."

MORE INFORMATION
Audrey Green or
Aimee Koa-Chan
P.S. 130 (CSD 2)
143 Baxter Street
New York, NY 10013
(212) 226-8072
Principal: K. Forman

ELEMENTARY SCHOOL SCIENCE
GRADES K THROUGH 6

WIGGLING, SQUIGGLING WORMS

THE PROGRAM

Wiggling, Squiggling Worms is an interdisciplinary program that fosters an understanding of recycling and the environment around us. The red worm is used as a subject to teach the students how they can recycle household organic garbage. One thousand worms weigh approximately one pound. In an open environment they can eat their own weight daily. In a closed environment (i.e., fish tank), 1 pound of worms will eat 3 1/2 pounds of food per week.

Participants in the program are offered a first-hand opportunity to see the relationship between living things and organic garbage.

The red worms must be housed in a non-porous container. They thrive best in a dark and warm part of the classroom. The children begin by shredding newspaper to form the bedding. This provides a place for worms to burrow and a place for the children to bury
\their garbage.

The children then feed the worms organic garbage. Vegetable and fruit waste are favorites of the red worm. Also popular are coffee grounds and tea bags. The children observe how the worms recycle the garbage into compost.

Worm activity is observed on a daily basis and charted for worm population in soil food in soil, babies in soil, and the length of the earthworms.

In addition to observation and charting of the worms, the children participate in worm dances, creating collages and paintings of worm actions, and sing and recite songs and poems such as "Ooey Gooey."

THE STUDENTS

175 students participate in the program; 26 are kindergartners between the ages of 5 and 6, and the remainder are sixth graders, between the ages of 11 and 13. Both groups include ESL students. They meet once a week for 45 minutes. The program can be adapted to other age groups and/or achievement levels.

THE STAFF

This program was developed and is implemented by Jeanette and Laurence Lord in their respective classrooms. Jeanette has been teaching elementary education for six years, her experience divided between sixth grade and kindergarten. Laurence entered the teaching profession this past September, and is currently teaching sixth-grade physical science. In the kindergarten classroom, the program is implemented with the assistance of a paraprofessional.

MATERIALS AND FACILITIES

Materials required include a 10-gallon fish tank, 1 pound of dry bedding, 10 pounds of peat moss, 1,000 red worms (1 pound); water and black paper; a room with a comfortable temperature and a place for the fish tank out of direct sunlight. Worms can be ordered from RC Wiggle Worms, Richard and Cathy Jacobs, Box 898, 6 Rd. 3399, Flora Vista, N.M. 87415; Tel. # (505) 334-9691. Worms cost $10 per 1,000.

OUTSIDE RESOURCES

Trips enhance the program and can be arranged through the Cornell Cooperative Extension, (212) 566-0673, Contact: John Ameruso; the New York City Public Schools-Gateway Environmental Study Center, contact: Ruth Eilenberg, (718) 252-7307; and Worm farmers: Richard and Cathy Jacobs, (505) 334-9691.

OVERALL VALUE

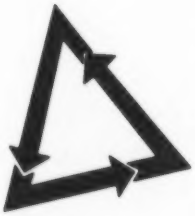
Developers Jeanette Lord and Laurence Lord believe, "The program's best features revolve around providing the students with hands-on, visual and participatory opportunities. Teaching them about recycling through red worms gives them an experience that will last a lifetime. There is a high level of classroom interest and the program is implemented with ease."

MORE INFORMATION

Jeanette K. Lord
P.S. 272 (CSD 18)
101-24 Seaview Avenue
Brooklyn, NY 11236
(718) 241-1300
Principal: Arthur Isman
or
Laurence D. Lord
I.S. 252
Lenox Road & East 94th Street
Brooklyn, NY 11212
(718) 342-1144
Principal: Bernard Tabb

ELEMENTARY SCHOOL SCIENCE
GRADES K THROUGH 6

PLASTICS: REUSE, DON'T ABUSE!



THE PROGRAM

Plastics: Reuse, Don't Abuse! is a program that teaches students the facts about plastics in the environment, and the long-term danger of using them irresponsibly.

The springboard for this study is a camping trip during which the students learn how man-made objects interfere with the natural survival of wild life. Lessons consist of survival role-playing, during which children learn the plight of animals and their difficulties with survival. Pamphlets from Gateway Environmental Study Center and an environmental slide program from the District 27 Curriculum Center are used to provide background information and encourage new ideas for plastics reuse.

In a typical lesson, students categorize trash from the schoolyard into groups of litter and natural resources. They use some of these natural resources to make bird nests.

Children learn that plastics that are used briefly and then discarded stay in the environment for a few hundred years because they are not biodegradable. They can cause injuries to wildlife. For example, animals can mistake plastics for food, eat them and suffocate. Animals can also become entangled in such common items as discarded 6-pack rings, balloons, and fishing lines.

Children get career experience from this program. They make and sell pins, earrings, and keychains made out of used plastic containers. These articles are sold in the school and community.

THE STUDENTS

All students (K-6) can be involved in this program. In grades 2-6, the plastic jewelry can be made entirely by the students. However, toxic glues for pin backings should be applied by the teacher.

THE STAFF

This program was developed and is implemented by Amber Grady, a fourth-grade teacher who has been trained in the camping program at Gateway. Her class goes camping in the spring and participates in a Rockaway Beach plastic clean-up walk. The program can be implemented with assistance from paraprofessionals, experts, parents, and volunteers.

MATERIALS AND FACILITIES

The basic materials needed are plastics already in the environment (no new plastics should be purchased), slide projector, camera, film; toxic glues, glitter glue; and accessories such as keyrings, pin backings, and earring hooks. A VCR camera, player and tapes are optional resources.

OUTSIDE RESOURCES

Gateway offers ongoing lectures on the environment for teachers and students, as well as an overnight camping program. Guest speakers from the Park Rangers and from organizations fighting plastics in the environment, such as the Audubon Society and Greenpeace, are very valuable.

OVERALL VALUE

Developer Grady states, "The purpose of this program is to make students aware of the environment around them and how the decisions they make do have an effect on it. Students can take a stand on an issue, then use their creativity and concern to educate others."

MORE INFORMATION

Amber Grady
P.S. 96 (CSD 27)
130-01 Rockaway Blvd.
South Ozone Park, NY 11430
(718) 529-2547
Principal: Beatrice P. Williams

ELEMENTARY SCHOOL SCIENCE
GRADE 2

CLAWS, JAWS AND ROARS

THE PROGRAM

Claws, Jaws and Roars helps students understand the relative position of humans in the history of our planet. It promotes critical and creative thinking and helps to develop research skills. It introduces students to the principles of scientific theory and the concept that science is an ever-changing discipline.

This comprehensive program integrates science, language arts, math, social studies, nutrition, theater arts, music, art and computer science in dinosaur activities. Also, other curriculum activities can be incorporated into this thematic approach to teaching science.

A section of the classroom is set aside as a dinosaur center. Models, puzzles, games, art materials, activity books, cassettes, records, filmstrips, magazines, as well as a variety of reference and fictional trade books related to dinosaurs, are placed there. Students are invited to bring their own dinosaur materials to the center. The periodical ***Prehistoric Times*** is a recommended classroom resource.

The program begins with a study of modern-day animal groups. Special attention is focused on how each group of animals develops traits which allow them to acquire the necessities of life and generally adapt to their environment. Students are then asked to predict what would happen to these animals if their environment were drastically altered. This leads into a general discussion of extinction, which then becomes focused specifically on dinosaurs.

The dinosaurs are introduced chronologically. The students learn how geological information is used to date dinosaur remains, and how fossils are formed. They are also shown a variety of ways to categorize dinosaurs. Specific lessons on research skills enable the students to use classroom and library resources effectively. Each child is asked to choose a particular dinosaur, collect data and write a report. Information can be gathered from classroom materials and from a variety of outside resources. The students are also asked to create a project, such as a model, diorama, mobile, or poster.

As the program progresses, students are also encouraged to decide on and plan a culminating activity. Past activities have included a "Meet the Dinos" lecture, presented by the students to other second-grade as well as first-grade and kindergarten classes; the painting of a mural; and the creation and performance of a dinosaur musical.

A bibliography and list of resources are available upon request.

THE STUDENTS

This program is currently being used with 50 second-grade students, including special education students. The program's universal appeal allows it to be used successfully with all students and its extensive use of hands-on materials and visual aids makes it suitable for learning-disabled students and students with limited proficiency in English. It can be adapted to all grade levels.

THE STAFF

The program was developed and is implemented by Susan Brooks and Dyahann Bowles, who currently teach second grade. Both have had experience teaching special education students.

MATERIALS AND FACILITIES

Stencils, paper, markers, research sheets and a variety of audiovisual materials are helpful materials. Many of the items needed to stock the dinosaur center can be found in toy stores, book stores and the gift shop of the American Museum of Natural History. Videos can be rented or taped from television programs. Students can lend their own books and materials to the center. The center also includes a box with bones and sand which allows students to simulate a dig, and clay which can be used to make fossils.

OUTSIDE RESOURCES

Library visits and trips to the American Museum of Natural History are useful. In addition, there are commercial shows such as "Dinosaurs Alive," which have recently appeared in the New York area.

OVERALL VALUE

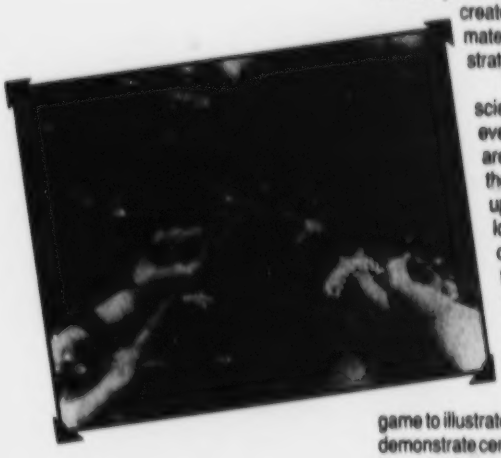
Developers Brooks and Bowles tell us, "*Claws, Jaws and Roars* capitalizes on students' fascination with dinosaurs and uses it as a springboard to develop higher-level thinking abilities, improve problem-solving techniques, and enhance research skills. This program can be successfully adapted at any elementary grade level."

MORE INFORMATION

Susan Brooks or
Dyahann Bowles
P.S. 79 (CSD 25)
147-27 15th Drive
Whitestone, NY 11357
(718) 746-0396
Principal: Deena Gold

ELEMENTARY SCHOOL SCIENCE
GRADES 2 THROUGH 4

TOYING WITH SCIENCE



THE PROGRAM

Toying with Science is a program in which children use inexpensive, store-bought toys to design and create their own toys from ordinary materials. In the process, they demonstrate and explain scientific principles.

In this program, children learn how science impacts on them in their everyday lives—not just when they are using a computer, but also when they are playing with a yo-yo, a wind-up toy, or even blowing up a balloon. They understand how a commercial toy illustrates a scientific principle (a wind-up toy demonstrates potential vs. kinetic energy, a lighted yo-yo shows the effect of centrifugal force on an electric circuit), or by making their own toys (a magnetic fishing game to illustrate magnetism, or balancing birds to demonstrate center of gravity). Other store-bought toys used are: tops, push-spin toys, musical birthday cards, self-lighting bulbs, kissing dolls, magnetic wheels. Child-made toys include weather-predicting rocks, heat-turning wheels, rock (stone) people, magnets, compasses, sundials, a planetarium, quiz boards, model lungs (working), optical illusions (zoetrope, flip book), and weather globes.

Printed guidelines, lesson plans, and working models are available for interested teachers.

THE STUDENTS

At the present time, the program is implemented with 300 students from second to fourth grade, who meet twice a week. This program has been used with Kindergarten, through fourth-grade students. The current classes include bilingual students, and special education classes have adapted it with equal success.

THE STAFF

Karen Makower developed and implements this program. She has 23-1/2 years of experience teaching at the elementary school level, more than 15 of them in science instruction. Makower implements the program single-handedly, but the support of paraprofessionals is certainly recommended.

MATERIALS AND FACILITIES

A regular classroom is adequate to implement the program, and almost any store-bought toy can be used to illustrate scientific principles. Child-made toys involve the following materials: construction paper, oaktag, cardboard, writing paper, string, rubberbands, pencils, coffee stirrers, rocks, milk containers, beads, paste-on eyes, cotton balls. The program is limited only by the imagination of the children and the teacher.

OUTSIDE RESOURCES

Trips are enriching, typically to such places as the New York Hall of Science; the American Museum of Natural History's Hayden Planetariu ; the United Nations; the Museum of the City of New York; AT&T InfoQuest. The school and community libraries are valuable sources of information.

OVERALL VALUE

Developer Makower informs us, "Toys are excellent motivators and an infallible way to get a child's attention. Making one's own toy not only helps the child to place scientific principles into meaningful experiences through hands-on activities, but also allows for creativity and problem solving through open-ended discussions and trial-and-error experimentation."

MORE INFORMATION

Karen Makower
P.S. 42 (CSD 2)
71 Hester Street
New York, NY 10002
(212) 226-8410
Principal: Catherine Fontanarosa (Acting)

ELEMENTARY SCHOOL SCIENCE
GRADES 3 THROUGH 5

PUMPKIN: AN INDIGENOUS AMERICAN PLANT

THE PROGRAM

Pumpkin: An Indigenous American Plant is a hands-on program that places emphasis on math, science, social studies and language arts. Using a single entity for exploration, in this case, a pumpkin, the children journey through an array of subject areas.

Working in groups, students first explore the pumpkin, a member of the plant kingdom which can be bought at any nursery. Observing the pumpkin assigned to their group, they discover that plants are diversified organisms whose individual attributes are important to survival. Students become familiar with similarities and differences between plant parts and their functions. In addition, students are called upon to classify common foods according to the part of the plant represented, and to discuss the four basic food groups-dairy, protein, starch, and vegetable/fruit.

After these investigations, students observe and differentiate pumpkins by their appearance and compare them to other geometric shapes. The pumpkin seeds are used to reinforce the mathematical concepts of estimation, counting and addition. Students differentiate between length, width, height, circumference and diameter in both standard and metric measurement. They also learn how to operate a balance scale in both metric and standard measurement.

Students read and write poems about pumpkins. They create pumpkin recipe books, pumpkin characters in stories, and pumpkin shapes from paper bags and paper strips. They literally "think pumpkin" for the duration of the program.

THE STUDENTS

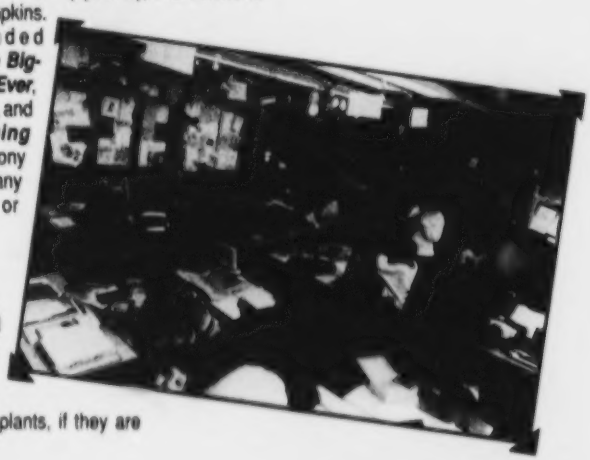
This program was implemented at the beginning of the school year, with a third-grade, gifted class of 29 students who met for the entire day, five days a week. It is incorporated into the regular curriculum. Students work individually or in small cooperative groups. The teacher uses as many or as few activities as is deemed appropriate.

THE STAFF

The program was developed and is implemented by Ross Diener, the regular classroom teacher. Diener has been a teacher in the district for five years. For three of those years he taught environmental studies for grades Pre-K through 6, including regular, gifted and special education classes. More recently he is teaching in the gifted program.

MATERIALS AND FACILITIES

This program is for use in the regular classroom. Materials needed include pumpkins, tape measure, balance scales (optional), and access to books on pumpkins. Recommended books are ***The Biggest Pumpkin Ever***, by Steven Kroll, and ***The Vanishing Pumpkin***, by Tony Johnston, and any encyclopedia or plant book.



OUTSIDE RESOURCES

A visit to a local pumpkin farm is invaluable; also exhibits on pumpkins and plants, if they are available.

OVERALL VALUE

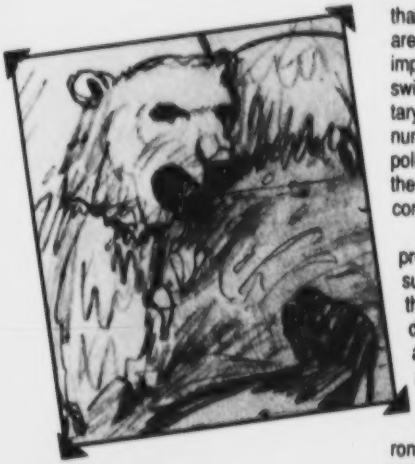
Developer Diener tells us, "Students are exposed to an array of curriculum topics and subject areas through their exploration of a single entity. There is an excitement created when they study something associated with festive occasions. Their curiosity is piqued, and they are eager to go beyond their current body of knowledge and venture forth into uncharted waters."

MORE INFORMATION

Ross Diener
P.S. 276 (CSD 18)
1070 East 83rd Street
Brooklyn, NY 11236
(718) 241-5757
Principal: Eileene Leibowitz

ELEMENTARY SCHOOL SCIENCE
GRADES 3 THROUGH 6

NATURE'S DELICATE BALANCE



MORE INFORMATION
Carmine Abbio
P.S. 49 (CSD 7)
383 East 139th Street
Bronx, NY 10454
(212) 585-6865
Principal: Robert A. Wells

THE PROGRAM

Nature's Delicate Balance is a program that stimulates students' interest in geography and ecology by means of photography.

The program centers around an exhibit displaying color enlargements of photographs of the Prince William's Sound area prior to the Exxon oil spill. Taken in the summer of 1986, these pictures depict the natural beauty of the area and the ecological balance achieved by nature. They show bird rookeries, seal islands, salmon streams, bald eagles, the Columbia ice fields, and alpine glaciers. Over the course of millennia, a unique relationship had developed between life in the sea, on land and in the air. This delicate, long-term balance was shockingly disrupted within a period of days.

Printed cards that contain Spanish and English commentaries are attached to each picture. They discuss the impact of the oil spill. For example, a picture of a swimming sea otter is accompanied by a commentary on the population before and after the spill, the number of deaths, and the manner of death. (The pollutants have entered into the food chain, and the ultimate effects will not be known for years to come.)

Students are encouraged to develop group projects which show how man-made disasters, such as other oil spills and acid rain, impact on the environment, and how natural disasters also disrupt the environment. A syllabus is researched and provided, showing appropriate books available at school and local libraries. The children are provided with a vocabulary list, suitable to their grade level, related to geography, environmental studies, and ecology. Subscriptions are ordered for the ***National Geographic***, ***Natural History***, and the ***Smithsonian*** magazines. Back copies are also ordered and distributed to the children. They are encouraged to read and summarize the text, and cut out and paste up pictures, to create a graphic presentation. In the process of developing their own project, they practice library skills, increase their verbal skills, and learn to organize material, read maps and complete a coherent presentation.

The students present their projects to the class, and then to different classes. In the process, they develop poise, communication skills, and confidence. They gain self-esteem from a job well done and prestige from the other students.

THE STUDENTS

The 26 students participating in this program are in a third-grade bilingual class. They are eight to ten years of age. They meet five times a week for a full day. The program can be adapted to grades 3 to 6, and can also be modified for the intermediate and high school level.

THE STAFF

Carmine Abbio developed and implements this program. Abbio has 18 years of teaching experience in elementary school and studies at the Art Students League of New York and the International Center of Photography at 93rd Street and Fifth Avenue. He also holds Master's degrees from City and Hunter Colleges.

MATERIALS AND FACILITIES

Materials required for this program include photo enlargements from slides for the photo exhibit; subscriptions to ***National Geographic***, ***Smithsonian***, and ***Natural History***, plus multiple back copies; maps; writing materials and supplies for making reports; and material for mounting exhibits. Our photo exhibit was displayed in the teachers' cafeteria.

OUTSIDE RESOURCES

Trips to the American Museum of Natural History, the Museum of the American Indian, the Bronx Zoo, the Mott Haven Public Library, and the school library are helpful to the program.

OVERALL VALUE

Developer Abbio advises, "The program integrates photography and the written word to stimulate students' awareness and to develop verbal and writing skills. They also develop map and research skills. In the process of presenting their programs to different classes, the students gain poise and confidence."

JUNIOR HIGH SCHOOL SCIENCE
GRADE 8

EARTHY EPISODES AND EXPERIENCES

THE PROGRAM

Earthy Episodes and Experiences invites the learner to a true "down-to-earth" study and appreciation of coastal, post-glacial Long Island, New York (including Brooklyn and Queens).

The program focuses on how this area was formed by glaciers, what processes today are shaping the land, what observations can be made from different locations on Long Island, and how seasons affect erosion. Included are the concepts of map reading, creating environmental field maps, plotting and drawing an actual contour map from scratch, using a compass to find directions, and collecting observations on seasonal changes throughout the school year.

Students take unique field trips that include seeing how different seasons affect coastal erosion; hiking in a New York State Park; telescopic viewings of the constellations seen from Long Island on a spring night; and an overnight excursion. In order to appreciate how people have impacted Long Island, there is a visit to a wetland area and a classroom visit from an ornithologist who works with permanently injured birds.

A sample of a classroom activity is the construction of a field map using temperature readings. Students become familiar with isolines, isotherms, and contour lines. They practice measuring, collecting data, and plotting temperature values on a field map (the field being limited to the classroom). The result of this activity is a field map of the classroom that indicates warm and cool locations.

Instructional materials needed for background information include: Danielson, Eric W. and Edward J. Denecke, ***Earth Science***, New York: Macmillan Publishing, 1986; Osmun, Richard, Brian Vorwald and Sally Wegner, ***Discoveries in Earth Science***, New York: United Publishing Company, 1987; and Sigda, Robert B., ***UPCO's Review of Earth Science***, New York: United Publishing Company, 1988.

Lesson plans for individual lessons, along with guidelines and procedures for lab experiences and field trips, can be provided to any teachers interested in replicating this program.

THE STUDENTS

The 30 students who participate in this program are eighth graders, ages 12 to 14. The class meets for six periods per week. A lab is available for students to set up independent research projects. The program can be adapted to ninth graders, and to gifted and talented seventh graders.

THE STAFF

Joan Jung developed and implements this program. Jung has taught science for 11 years, and her teaching experience ranges from kindergarten through college level.

MATERIALS AND FACILITIES

Any science classroom with access to gas jets and running water, movable seats, and desks is adequate to implement this program. Additional space for individualized research projects, access to scientific lab equipment, and a science library are helpful for those students interested in doing their own research. Student access to a computer is helpful, and an overhead projector facilitates classroom lessons. Because most materials needed for the mapping exercises can be bought at a lumber yard and hardware store, initial costs are kept to a minimum.

OUTSIDE RESOURCES

Among the recommended trips are visits to the New York Aquarium, at Coney Island in Brooklyn; the Theodore Roosevelt Bird Sanctuary, at Oyster Bay, Long Island; and the Queens College Center for Environmental Teaching and Research, in Caumsett State Park, Lloyd Harbor, NY. Guest speakers who enhanced our program are Peter Schmidt, a naturalist from the Queens College Center and Bill Kolodnicki, an ornithologist from the Theodore Roosevelt Bird Sanctuary.

OVERALL VALUE

According to developer Jung, "The program highlight is the overnight field excursion to the Queens College Center. Students get firsthand experience observing glacial erratics with striations, the remains of a glacial lake, a terminal moraine, a till, a typical north shore beach, and present-day erosional features in a state park that has wetland, coastline, forest, and field environments."

MORE INFORMATION

Joan Jung
JHS 217 (CSD 28)
85-05 144th Street
Jamaica, NY 11435
(718) 657-1120
Principal: Jules J. Weisler

HIGH SCHOOL SCIENCE
SPECIAL EDUCATION

HUMANS AND THEIR BIOSPHERE

MORE INFORMATION
Irwin L. Brownstein
Christopher Columbus H.S.
925 Astor Avenue
Bronx, NY 10469
(212) 231-5000
Principal: Frank J. Melia
Special Education Supervisor: Anne T. Prisco

THE PROGRAM

Humans and Their Biosphere is an ecology program that develops an appreciation of the biomes that exist on earth, both globally and locally, and the relationships of plant, animal, and human populations to each other and to their physical and chemical environment.

In the first semester, students study the varieties of ecosystems. They read; view videotapes from the National Geographic Society and the Public Broadcasting System; visit the Bronx Zoo, the Botanic Gardens, and the Pelham Bay area; explore the publications of various environmental societies; and create mini-biomes in the classroom. Students select a biome, and then learn to use a world atlas and reference materials and to prepare a report on their choice. Skills are encouraged in producing collages depicting the biomes, map study, and the development of food webs and pyramids.

In the second semester the focus is on the interaction of humans with their environment, and students utilize current newspaper and magazine articles, preparing a scrapbook on air, chemical, and atomic pollution, and on soil, water, forest, and wildlife conservation. They become familiar with organizations and agencies concerned with these issues, and the publications of each. The emphasis is on the United States, New York State, and the New York metropolitan region.

After exploring the literature and viewing videotapes, and visiting a landfill area and sewage treatment plant, students formulate a position. They address a letter to an appropriate governmental agency such as their local Assemblyman or the U.S. Department of Interior, or to an organization like the Audubon Society or the National Wildlife Federation to request information or express an environmental concern. In April, students are involved in the celebration of Earth Day by planting a tree, preparing posters, and educating the rest of the school about an environmental issue they have researched.

A curriculum outline with instructional objectives and short-term objectives to remediate specific student deficits is available. A detailed audio-visual and publication guide is also available.

THE STUDENTS

Twelve students participate each semester, usually from the upper grades because a year of physical science, biology, and the science RCT are prerequisites. The program can be adapted for students at various achievement levels.

THE STAFF

The program was developed and is implemented by Irwin Brownstein, who has been teaching special education for the past six years. The curriculum has the encouragement and support of the principal and the assistant principal for special education.

MATERIALS AND FACILITIES

The program is conducted in a room set up with various animals and plants that illustrate adaptations they made to their native habitats. This provides motivational interest and an opportunity for hands-on experiences. A library corner is necessary, displaying such publications as ***National Geographic***, ***National Geographic World***, ***National Wildlife***, ***International Wildlife***, ***Natural History***, ***Audubon***, and the ***New York State Conservationist*** to name a few. The basic text used is ***Globe Biology***, (Leonard Bernstein, Globe Book Company, Englewood Cliffs, N.J., 1990, Chapters 35, 36, 37.) There should be access to a TV/VCR hookup. A complete list of VHS programs and supplemental resources is available to interested teachers.

OUTSIDE RESOURCES

Trips are recommended to: the New York Zoological Society (Bronx Zoo), the Bronx Botanic Gardens, the Orchard Beach Environmental Center, the Wards Island Water Treatment Plant, and the American Museum of Natural History.

OVERALL VALUE

Developer Brownstein explains, "In this program, difficult and complex material can be adapted so that the students develop a broader view and appreciation of the world around them and their role in it. The program provides opportunity for the development of cognitive and affective skills."

SOCIAL STUDIES

52 SOCIAL STUDIES

ELEMENTARY SCHOOL
SOCIAL STUDIES
GRADES K THROUGH 6

APARTHEID THROUGH CHILDREN'S EYES

March 21, 1990

MR Botha
KIDS are not supposed
tobe in Jail. ONLY Bad
GROWN UPS
The KIDS should be with their
PARENTS. BLACK AND WHITE
TOGETHER HOLDING HANDS
out of Jail.

JONATHAN ENRIQUEZ

MORE INFORMATION
Terri Ann Keith
Brooklyn New School at P.S. 27
(CSD 15)
Hicks and Nelson Streets
Brooklyn, NY 11231
(718) 330-0345
Principal: Paul Schwarz

THE PROGRAM

Apartheid through Children's Eyes is a social studies program whose objective is to help young children develop an understanding of a complex social issue—apartheid.

The children in a first/second grade class are introduced to apartheid through classroom discussions and readings. They are asked to describe what the classroom would be like if they lived under apartheid. This lesson can also be taught by dividing the class in some arbitrary way, such as by eye color or height. All children of one eye color or height represent black South Africans, and those of another eye color or height represent white South Africans. The children then spend a school day living their lives as they would be lived in South Africa. Those who are "black" are issued passes and can only go and do what the class determines "blacks" are allowed to do.

Music is used to teach the children songs about events in South Africa, as well as other freedom songs. The children learn to sing several songs about discrimination. This develops an awareness that many different kinds of discrimination exist, and that people with handicapping conditions are sometimes discriminated against.

The children make puppets to represent leaders of South Africa. A filmstrip prepared by Educators Against Apartheid is shown. Photographs depicting life in South Africa are presented, and each child chooses a picture and writes a story about it. My class decided they wanted to write to some of the people involved, and letters were sent to former President Pieter Willem Botha and to Nelson Mandela. The children's letters, other writings, and drawings were sensitive and insightful, and were compiled into a class book entitled ***End Apartheid Now!*** In addition, the class performed at a freedom assembly at which they sang and "signed" their songs. The class also displayed an art project that was a mural depicting the way the Ndebele women in South Africa paint the outside of their homes.

A bibliography that includes materials appropriate for children as well as resource materials for teachers is available from the developer. This approach can be adapted to cover other complex social issues, such as homelessness, civil rights, and the environment.

THE STUDENTS

Social studies is the core curriculum in the school, through which all other subjects are taught, particularly communication arts. This program is conducted with a class of 24 first- and second-grade children, who work together over a period of three months. They meet five times a week for forty-five minutes. The program can be adapted to meet the needs of youngsters from kindergarten through sixth grade, and is appropriate for all achievement levels, including students with special needs.

THE STAFF

Apartheid through Children's Eyes was developed and is implemented by Terri Ann Keith, a classroom teacher who is also a reading specialist.

MATERIALS AND FACILITIES

This program is conducted in a regular classroom. Materials for drawing and puppetmaking are all standard craft supplies. A filmstrip projector and tape recorder are needed to present the film on apartheid. A VCR camera would be a wonderful optional resource. Books and records can be secured through the public libraries or from private collections.

OUTSIDE RESOURCES

Class trips are arranged through regular school channels. We visited the United Nations, Jamaica Arts Center, Langston Hughes Library and the Studio Museum in Harlem. A young man from South Africa came and spoke to the children, describing life for black South Africans.

OVERALL VALUE

Developer Keith believes, "This program presents a highly sensitive and complicated topic in a way that maintains the interest of children. Each youngster can have a successful learning experience in this integrated use of individual skills. The program also fosters cooperation because many of the projects are worked on jointly."

ELEMENTARY SCHOOL SOCIAL STUDIES GRADES K THROUGH 6

STAND UP WITH MARTIN LUTHER KING, JR.

THE PROGRAM

Stand Up with Martin Luther King, Jr. is a program that was conceived in preparation for celebrating the birthday of this outstanding American.

The celebration is a collaborative effort on the part of all staff and students. In December, each teacher chooses one aspect of Dr. King's life to study. These topics are all chosen from the New York City Public Schools' ***Martin Luther King, Jr. Curriculum Guide.*** They include Dr. King's early years, the Rosa Parks incident, the separate but equal concept, boycotts, the non-violence strategy, the Washington March, and Dr. King's "Building Blocks of Character."

In January, all teachers discuss Dr. King and his contributions to our society, but reading and discussion are expanded into action. Involvement and cooperation are the key elements in this program, as they were in Dr. King's teachings.

After brainstorming by the students, each class produces an 8x10 collage representative of their topic. Magazines, newspapers and lettering are used to make the collage. Then these individual collages are mounted on the three, 5-1/2-feet-tall, free-standing letters "MLK." This sculpture is displayed in the school lobby. All classes have the opportunity to visit the sculpture and enjoy the visual experience, in addition to hearing about Dr. King's contributions to our society.

Much of what children read and hear, they forget. Walking into a room and seeing three, 5-foot-tall, colorful letters is an attention-getter. Once their attention is focused, they will read the collages that are filled with information.

Many ideas and concepts can be conveyed and understood through pictures, and a collage project allows full participation by all members of the school community. Such a project is exciting to be involved in, and exciting to see. Once teachers try the project, they may find it such an effective way to teach and will use collages to study other topics.

THE STUDENTS

All regular and special education students (K-6) are involved in this program. However, it can be implemented by a single class. The scale and size of the standing letters can also be reduced. Our program involved 900 students who met in their own classes over a period of two months.

THE STAFF

This program was conceived, developed and is implemented by Patricia Mellon Presser, who has been the Enrichment Resource Room teacher in the school for three years. Presser has received recognition for her cultural curriculum projects, and her lessons were on the Learning Link Computer Network.

MATERIALS AND FACILITIES

This program can be implemented in any classroom. The stand-up letters take-up room, but not so much as to need a special space. Large sheets of core-board, oaktag, magazines, paint, masking tape, paste, varnish and a good paper cutter are needed. Books and pamphlets on Dr. King are also needed to get information for the collages.

OUTSIDE RESOURCES

The main resource for this program is the New York City Public Schools teaching guides. In addition, information is available from library books such as ***I Have A Dream*** by Margaret Davidson, ***Martin Luther King Day*** by Linda Lowery, and ***Search for the Beloved Community—The Thinking of Martin Luther King, Jr.*** by Smith & Zepp.

OVERALL VALUE

Developer Presser states, "This program proved to be a fabulous way to unite a school in spirit, to celebrate this special man's birthday, and to have as an end result a visually exciting educational experience for all."

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ELEMENTARY SCHOOL
SOCIAL STUDIES
GRADES K THROUGH 8

EYE ON THE WORLD!

THE PROGRAM

Eye on the World! is a writing program that stimulates student interest in current events and integrates world news with language arts. This program is useful in grades K through 8, and is especially applicable where the Writing Process is implemented. This is an approach that melds speaking, reading, writing and social studies.

During the course of the year, students keep current events scrapbooks—records of current news articles they have selected. The young writers add to their scrapbooks several times each week. After the children have been exposed to different types of writing, they explore several genres and select an article of particular interest to them to serve as the impetus for a written piece of their own. Several literary works are consulted to exemplify the different genres from which the children may select. For example, ***The Faithful Elephants*** by Yukio Ysuchiya and ***Casey At The Bat*** by Ernest Lawrence Thayer were used in our program.

Using the Writing Process approach, the children then transform their information from the news articles into pieces of historical fiction, journalistic recordings, poetic verse, written plays or docudramas. Upon completion of this program, students possess a scrapbook containing the world events they have documented throughout the year, as well as an original work they have authored, inspired by one of those events.

THE STUDENTS

All students K through 8 can be involved in this program. Younger grades discuss current events with the teacher rather than read them from a newspaper, but written works with drawings are produced at all grade levels. Experimentation with different literary genres will probably be most successful with students in grades 4 through 8. The students meet five times a week for one hour, beginning with whole-group discussion, then breaking up into cluster groups.

THE STAFF

This program was developed and is implemented by Kimberly Tarpinian, a fourth/fifth grade teacher of gifted and talented children, who has previously taught kindergarten and grade 5. She has received a teacher/researcher grant, and is a member of the Writers Project research team at Teachers College, Columbia University.

MATERIALS AND FACILITIES

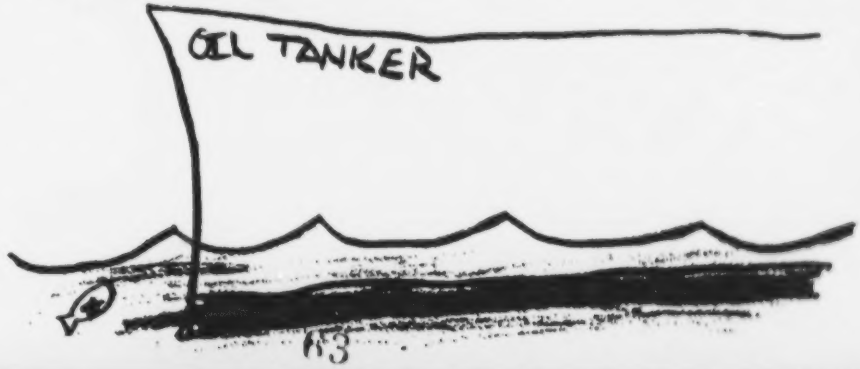
Materials needed include: children's literature of various genres, such as picture books, poetry, nonfiction and fiction works; current newspapers and magazines; writing supplies; book-binding materials; construction paper and art supplies; and tape recorders.

OUTSIDE RESOURCES

Guest visitors might include authors of historical fiction, news professionals, writers, poets and playwrights. Libraries and news sites are trip suggestions.

OVERALL VALUE

Developer Tarpinian explains, "This program encourages children to read newspapers and explore the possible inter-relatedness of written works. It also encourages authorship and interpretation of events, and allows children to teach others about important happenings as they occur in our world."



MORE INFORMATION
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SOCIAL STUDIES 55

ELEMENTARY SCHOOL SOCIAL STUDIES GRADES 3 THROUGH 6

PEACE CHILD AND PEACE PIECES

THE PROGRAM

Peace Child and Peace Pieces is a multidisciplinary, whole-language program that empowers children with the ability to create peace in themselves, with their families and friends, and ultimately with the world. Based on "Peace Child," a musical fantasy about children bringing peace to the world, *Peace Pieces* incorporates drama, music, creative writing, and geography skills in developing students' awareness of their power to create change.

In the first phase of the program, children put on the musical, "Peace Child," a script which can be purchased from the Peace Child Foundation in Washington, D.C., complete with a study guide, musical score, and explicit directions for performance in an elementary school. The teachers do not have to be musical or dramatically talented for the script to work. Students become aware of how similar the Soviet and American people really are, and that all of us must find peace in ourselves.

In the second phase of the program, the children write letters to the President about things they would like to see changed. They begin to explore their own lives and the lives of people around them. They roleplay conflict resolution situations in which solutions for problems they have in common are created. Martin Luther King, Jr.'s ***Rules for Fighting Fair*** are applied to conflict situations that arise in the classroom. The students learn how to talk to each other rather than argue. They create original peace symbols and bind them into a book. They adopt an endangered species animal because increased awareness of peace spreads also to peace with the environment.

Throughout the program, each child keeps a diary documenting his or her increased awareness of peace activities. The program culminates with "Create-A-Country," a project in which the children envision and create peaceful lands based on peaceful principles.

THE STUDENTS

This program is presently implemented with fourth- and fifth-grade classes that meet together once a week to work on the play, and then once a month for their peace activities projects. The program can be used with students of all achievement levels, from grades 3 to 6.

THE STAFF

Lynne Liebowitz, who developed and implements the program, has been teaching for 23 years and has a background in theater education and creative dramatics. Co-developer Roberta Nelson has been teaching for 20 years. The program is supported by the principal, staff and parents.

MATERIALS AND FACILITIES

A large classroom, library, or auditorium space would enhance the meetings. Because of the interaction of younger and older student's. A VCR and a substantial tape recorder are needed to learn the peace songs and to tape the presentation. The following materials are also essential: ***Peace Child Script and Study Guide Kit***, from Peace Child Foundation, Fairfax, VA., book by Bernard Benson and music by D. Gordon, 1981; ***Creative Conflict Solving for Kids***, grades 4-9, by Fran Schmidt & Alice Friedman, published by Grace Contrino Abrams; and ***Rules for Fighting Fair***, Dr. Martin Luther King, Jr., from Grace Contrino Abrams Peace Education Foundation, Miami, FL, authored by Fran Schmidt and Alice Friedman, 1983.

OUTSIDE RESOURCES

Guest speakers from pertinent college departments and from peace education organizations are very helpful. We were addressed by Pat Caro, of Long Island University-C.W. Post Campus. A trip to the United Nations can be exciting. And parents from other countries can speak to the children about what is the same and different in their country of origin and ours.

OVERALL VALUE

Developers Liebowitz and Nelson explain, "The overall value of *Peace Child and Peace Pieces* is that it raises the consciousness of each child involved. Teachers who implement this program will be giving their students tools to acquire self-knowledge and the empowerment to change things that are not positive."

MORE INFORMATION

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Roberta Nelson
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ELEMENTARY SCHOOL
SOCIAL STUDIES
GRADE 4

THROUGH HISTORY WITH HARRIET

MORE INFORMATION
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THE PROGRAM

Through History with Harriet is a year-long interdisciplinary program. It uses a body puppet representing Harriet Tubman to stimulate students' cognitive and affective interaction with important concepts, personalities, and events in American history.

The children are shown a teacher-made timeline of America on which 20,000 B.C., 1820 (the approximate date of Harriet's birth), and 1990 are indicated. Throughout the year, children fill in the timeline with appropriate illustrations and dates as periods of study are completed.

During the first week, children brainstorm their concepts of freedom and slavery. On Friday they are informed that a new "personality" will enter the class, that her first name is Harriet, and that she cannot read or write and has frequent spells of unconsciousness. Children then discuss how they will relate to her.

Harriet sits with the children. They read to her and explain events they are studying. They understand Harriet's difficulties and special needs, and become more considerate of each other.

Harriet Tubman serves as the guide through three phases of history. Phase I starts with the beginning of Native American civilization in America, in about 20,000 B.C., and ends with the westward frontier in 1820. Phase II, 1820-1913, deals with Harriet's lifetime. Through interaction with the puppet, children are able to place themselves within the context of this most complex period in American history and, in some measure, explore it through Harriet's mind and emotions. Phase III, 1913 to 1990, is the period in which the children evaluate events as Harriet might have reacted to them, had she been alive. At this stage, the meanings of freedom and slavery are redefined by the children in light of their experiences with the curriculum.

The primary experience for each unit of study is a whole-class book. ***Who Really Discovered America?*** by Stephen Krensky; ***My Brother Sam is Dead;*** and ***Freedom Train: The Story of Harriet Tubman*** by Dorothy Sterling are good choices. In addition, children read appropriate books in small groups and/or individually. American literature representing each period is available in the classroom.

Creative writing and research are integral parts of the program, as are dioramas, children's own illustrated books, hand puppets, cartoons, period bulletin boards, and newspapers. The children maintain their own personal journals throughout the program.

THE STUDENTS

Twenty-six students in a general fourth-grade class participate daily in this program, that can be adapted to any grade from kindergarten to 6, and to any achievement level.

THE STAFF

The program was developed and is implemented by Nancy C. English, a fourth-grade teacher who has also taught special education students. She founded and directed the Brooklyn Environmental Day Camp from 1970 to 1980, and developed the camp's curriculum.

MATERIALS AND FACILITIES

A regular classroom and a desk and/or chair for the puppet are basic materials. A variety of books appropriate for each unit of study is necessary. A complete bibliography is available. In addition, a journal notebook for each student and writing, art, and project materials are required.

OUTSIDE RESOURCES

Recommended are trips to Bridge Street Church, and Plymouth Church, underground railroad stations in Brooklyn; the Metropolitan Museum of Art and the Brooklyn Museum; New-York and Brooklyn Historical Societies; the American Museum of Natural History; Puppetry-in-Practice Center at Brooklyn College; Greenwood Cemetery, burial site of Civil War heroes; and the Fraunces Tavern Museum.

OVERALL VALUE

Developer English states, "The value of this program lies in its ability to encourage children to study history empathetically, through the eyes of an individual. It dramatizes the fact that events are created by people, and that one person can make a difference."

ELEMENTARY SCHOOL
SOCIAL STUDIES
GRADE 4 THROUGH 7

FRESH TRACKS: PATHWAYS TO THE PAST

THE PROGRAM

Fresh Tracks: Pathways to the Past is an extensively researched, interdisciplinary program that presents both what we know, and how we find out, about New York's prehistoric environment and Native cultures. Reading and writing, map skills, thinking skills, research, archaeology, art activities, and class discussions are included in 15 lessons that encompass 52 social studies and environmental topics.

The program's first goal is to provide accurate, non-stereotypical material on the indigenous people of the New York City area. Readings, maps, and slides created especially for this program show how the cultures of the area, before recorded contact with Europeans, reflected the changing environments in which they existed—from the end of the last glaciation to 1524. Students are especially fascinated with the animals people relied on from the Ice Age to as recently as 500 years ago.

Students sketch at a museum or zoo, paint the animals in their environments, and create clay sculptures. By engaging in hands-on projects such as creating stone tools, forming authentic clay pottery, fashioning games, dying fabric with natural dyes, and cooking pre-contact wild and cultivated foods, students gain a lasting impression of the great skill, knowledge, and creativity of so-called "primitive people." Discovering animal tracks in the snow, and nuts and fruits in the fall, seeing bird migrations, gathering marsh grass or corn husks for weaving or doll-making, and identifying and tasting sprouts in a neighborhood park, all teach seasonal ties to the land as no textbook can. Students enjoy traveling back in time at sites such as Clay Pit Ponds Park in Staten Island, the Lenape Restoration at Waterloo Village, the Inwood Park caves, or the seashore.

The second goal of the program helps students learn how difficult it is to determine the prehistory of New York City. The skill goals of getting, analyzing, using, and evaluating data are lifeskills that students enjoy acquiring. To help them develop a critical attitude toward everything they read, and the ability to assess for themselves whether conclusions are based on sound evidence, students are often told why statements are made and asked to draw their own conclusions. Students look for value-laden evidence and learn why we can't rely entirely on 17th century writings and maps.

The program is very flexible. Teachers may select as many activities as are of interest, or as time allows.

THE STUDENTS

This program is being implemented with classes of fourth graders. They meet two to three times a week for forty-five minutes. The program can readily be adapted to historical studies at all grade levels, for individual enrichment, and in small- or whole-class groups.

THE STAFF

Susan Miller developed and implements *Fresh Tracks.* She has been teaching for 23 years and has been chosen a School Art League "Outstanding Art Educator" and district "Teacher of the Year."

MATERIALS AND FACILITIES

Developer Miller provides a student booklet and a curriculum guide with lesson plans that are correlated with the New York State requirements for Grade 4 social studies. A projector is necessary, if slides created for the unit are used. Reproduction, either paper or transparencies, is needed. Specific books and craft materials are determined by the activities the teacher selects.

OUTSIDE RESOURCES

A number of cultural and environmental sites, including some outside New York City, are recommended. Classroom teachers may supplement almost any aspect of the program by contracting with suggested specialists. Listings of these, and of field experiences, supplementary materials, and suggestions for continued study of native people, local, state, and national, are available to interested teachers.

OVERALL VALUE

Developer Miller explains, "This program approaches social studies from an anthropological viewpoint, examining how cultures are formed and how they change, and how one approaches understanding a culture different from one's own. It further provides students with a foundation on which to build an ongoing recognition of Native Americans in America's history."

MORE INFORMATION

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58 SOCIAL STUDIES

ELEMENTARY SCHOOL
SOCIAL STUDIES
GRADE 5

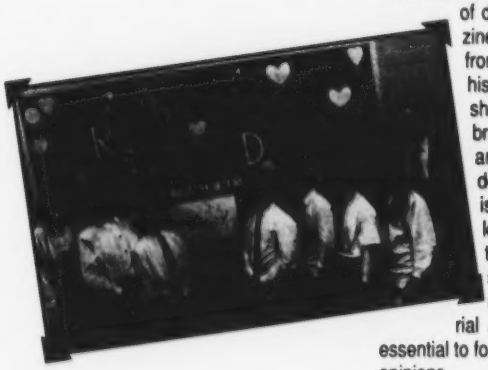
FREEDOM: THE IDEA CONTINUES

THE PROGRAM

Freedom: The Idea Continues allows students to explore the evolutionary development of freedom, from the Declaration of Independence in the United States to the current explosive quest for freedom throughout the world, emphasizing the political and societal changes occurring in the countries of Eastern Europe.

The program also focuses on the continuing strides toward freedom currently being made by all groups in the United States, creating a more equal, multicultural America.

Students learn by participating in small-group and class discussions generated from the reading of documents, newspaper and magazine articles and editorials, excerpts from tradebooks and textbooks, and historical fiction. Students' ideas are shared, adopted and added to by brainstorming, associating, webbing and comparing techniques. The development of critical thinking skills is facilitated by the nurturing of a learning environment where students tackle cause-and-effect relationships, make inferences and judgments, and evaluate reading material and discussions. All of which is essential to formulating individual responses and opinions.



A written follow-up in prose or poetry elicits personal feelings on the topic of "What Freedom Means to Me." An exhibition of the children's work is mounted on a bulletin board which displays copies of original documents; e.g., the Declaration of Independence and The Bill of Rights, newspaper articles and photographs of jubilant Czechs and East Germans demonstrating, and David Dinkins expressing acceptance in his New York City mayoral victory speech. The original thoughts and ideas contained in the written work of the students are presented on heart-shaped pages, to express their love of freedom, or on circular pages, to show the change and cyclical development of freedom throughout time.

THE STUDENTS

This program is implemented with 47 gifted and talented students in two fifth-grade classes. The nine- and ten-year-olds attend a social studies class between three and four times a week. The program can be adapted to children of all academic abilities, from 4th to 6th grade.

THE STAFF

Allan Bryant Osterweil, a fifth-grade teacher, developed and implements the program. He has 24 years of teaching experience, in grades 3 to 6, and has a long involvement in the district's Astral Program for the Gifted.

MATERIALS AND FACILITIES

The classroom is set up as a learning laboratory, with students working in either small or large groups, or independently. The teacher acts as a resource person, motivator, mentor or challenger, depending on the individual or group needs of the students.

Materials used are tradebooks and textbooks, newspaper articles and editorials (***The New York Times*** is delivered daily to the class, each student receiving his/her own copy.)

OUTSIDE RESOURCES

The school library is used as a resource room. Guest speakers who are knowledgeable about specific issues or events are invited into the classroom to share experiences with the students. One of our guests was Carl Thomsen, who spoke on Taiwan.

OVERALL VALUE

Developer Osterweil advises, "*Freedom: The Idea Continues* transforms the social studies classroom from one that relied on textbooks and very specifically planned, teacher-directed lessons to one that incorporates what is current and meaningful in the world today. Children are encouraged to constantly exchange ideas, and there is a heightened degree of excitement and involvement as research skills, map studies, and an awareness of today's world are developed."

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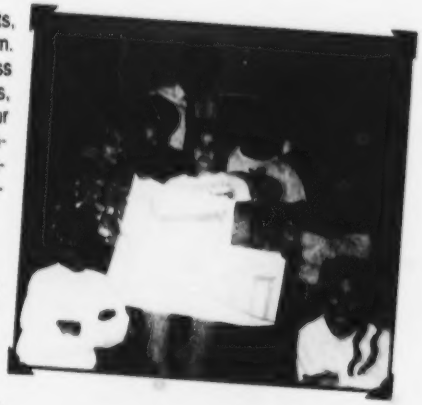
ELEMENTARY SCHOOL SOCIAL STUDIES GRADES 5 AND 6

AMERICA THROUGH PORGY AND BESS



THE PROGRAM

America through Porgy and Bess is an interdisciplinary program designed to provide cultural enrichment and creative learning, through a musical adventure into sound, language arts, art and social studies.

The method used is a staged mini-version of "Porgy and Bess," the legendary Gershwin-Heyward folk opera. The lengthy dialogue is substantially pared down and spoken by the students rather than performed as recitative. Three acts are shortened to two. Act I consists of 7 scenes (Catfish Row, Serena's Room and Kittiwah Island), and Act II comprises 3 scenes, with all the action at Catfish Row. Only the dialogue essential for continuity of story line between songs is retained. A copy of the edited script is available to interested teachers.

Eight of the key songs are utilized: "Summertime" (an ecology/sociology lesson); "I Got Plenty O' Nuttin'" (a lesson in life's basic values); "It Ain't Necessarily So" (a bible lesson); "Bess, You Is My Woman Now" (a lesson in devotion); "I Loves You, Porgy" (a confessional); "A Red-Headed Woman" (a humorous observation); "There's a Boat Dat's Leavin' Soon for New York" (a transportation excursion); and "Oh, Lawd, I'm On My Way" (the inspirational finale). The total performance runs approximately 90 minutes.

As part of the overall lesson plan, students are provided with a brief sketch of the authors' backgrounds, a short synopsis of the plot, and a profile of the key characters. One of the resource materials used is the pictorial Random House book, ***The Samuel Goldwyn Motion Picture Production of Porgy and Bess***. ***"A Walking Tour of Historic Charleston"***, a pamphlet distributed by the Charleston, SC Preservation Society, is an additional source and colorfully depicts "Catfish Row," as painted by a popular local artist.

The musical selections are prepared on tape, using piano and vocal renditions for ease of learning on cassette recorder. Typewritten lyric sheets accompany the tape. An edited, 22-page playscript is employed. Rehearsals take place in the school's auditorium and teacher classrooms. An experience chart, on regular display in the music wing of the auditorium, depicts montage photographs of actual scenes from various stage productions of "Porgy and Bess" and is a great motivator for character identification.

The culminating activity is an in-house videotaping of the actual production. The videotape is stored at the district's performing arts office and in the school library.

Bibliography lists of audiovisual materials and sample lesson plans are available.

THE STUDENTS

Approximately 25 gifted and talented students, 16 boys and 9 girls, participate in this program. They range in age from 10 to 12. The class meets two times a week in the initial months, and as frequently as possible the last four weeks. The program can be adapted to include, in a supporting capacity, special education students who show an interest in performing.

THE STAFF

Stan Gelber, who developed and implements this program, has been teaching, writing and directing musical productions for some 30 years. The program is implemented with the help and dedication of paraprofessionals, volunteers and parents of participating students.

MATERIALS AND FACILITIES

Materials needed for the program include cassette tapes, playscript copies, display poster, cotton muslin, felt hat for Sportin' Life, licensing fee, hand props, lumber for set construction, colored gels and cellophane for stage lights.

OUTSIDE RESOURCES

A trip to the Theater Wing of the Lincoln Center Library for the Performing Arts provides cultural enrichment. Additionally, a field trip to the Westchester Hills Cemetery can provide performing students with a firsthand observation of the Gershwin mausoleum.

OVERALL VALUE

Developer Gelber believes, "The exposure of our elementary school children to this legendary musical is long overdue. The underclass issues which existed at the time of its writing are as relevant today as they were then."

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60 SOCIAL STUDIES

JUNIOR HIGH SCHOOL SOCIAL STUDIES GRADES 7 AND 8

AMERICAN HISTORY WITHOUT TEXTBOOKS

THE PROGRAM

American History without Textbooks enhances the study of American history with creative classroom activities, thought-provoking homework assignments, and individual research projects.

The program follows American history chronologically, from the time of the early explorers to the present. Each unit is introduced with a project list geared toward every interest and ability level. For example, as an introductory assignment, students can choose to make a diorama, poster or scrapbook, or write a report based on research. They may also do creative artwork or writing, or conduct interviews. This enables each student to study independently a topic that is of particular interest to him or her.

In the Industrial Revolution unit, they can choose one of 30 possible projects, among which are: making a menual called "How To Use and Care for Your Model T Ford"; doing a piece of creative writing or a magazine expose entitled "My Life in a Company Town"; making a model of a factory assembly line with a conveyor belt.

Each unit also includes a list of homework assignments which reinforce material studied and enable students to evaluate the information or use it in a new and creative way. For example: Pretend you are a child laborer in 1900. Write a letter to "Dear Abby" about your problems; make up a handout announcing a union membership drive; or make a picket sign in support of a strike.

Classroom activities that actively involve the students are also available. In this same unit, students examine the pros and cons of progress or inventions by roleplaying the following types of situations: A parent and child have an argument because the child has stopped reading books and only watches television; The board of directors of an automobile company argues over the expense of including safety devices; A city planner tries to convince the mayor and the budget committee to include parks in a new housing development. Students may also experience early factory conditions by working on an assembly line and actually making a simple product.

THE STUDENTS

This program is implemented with seventh and eighth grade students. The classes meet five times a week. The program can be adapted to other age groups and all ability levels.

THE STAFF

Shelly Kintisch and Wilma Cordero developed and currently implement this program. Each of them has more than 20 years of teaching experience. They are the authors of ***Breaking Away From the Textbook***, (Technomic Publishing Company, Inc., Lancaster, PA, 1990). Any teacher can implement this program, and no assistance is required.

MATERIALS AND FACILITIES

This program can be used in any classroom. Access to a xerox machine is helpful.

OUTSIDE RESOURCES

Good use can be made of the school and public libraries. Trips and guest speakers can be used, as well as videotapes and films. Specifically recommended films are ***The Long Long Journey*** (for Immigration) and ***The Grapes of Wrath*** (for the Great Depression). A civil rights volunteer came to the school to speak to our students.

OVERALL VALUE

Developers Kintisch and Cordero inform us, "Our program provides a living classroom instead of dead, textbook-oriented lessons. It incorporates problem solving, values clarification, decision making, and critical thinking, while giving the students opportunities for participation in both individual and group activities."

MORE INFORMATION

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SOCIAL STUDIES 61

HIGH SCHOOL
SOCIAL STUDIES
GRADES 10 AND 11

NEW YORK-THE TOURIST MECCA

THE PROGRAM

New York—The Tourist Mecca is part of a two-year program in travel and tourism. It is an introduction to the industry of tourism, designed to acquaint students with New York City's rich cultural life, attractions, ethnic diversity, and appeal to tourists.

The program begins with New York City geography. Students use subway, bus and road maps to determine which routes are best for arriving at a variety of New York locations. Other topics explored include the importance of tourism to the city, the city's attractions, its cultural makeup, and the way that the city has changed over the last 50 years.

The culminating activity is a project that requires students to custom-design five-day tour packages for a variety of teacher-created, fictitious tourists whose needs, interests, and budgets differ. The package includes two days in the local community. Students do research, make price accommodations, and plan activities and visits to attractions. The planning is done in cooperative groups, so that students learn to work together, share responsibilities, and capitalize on individual strengths. Supervised by the teacher, the students are given class time to work in these groups. Some of the tour packages employ illustrations, but for the most part they are written in itinerary format. Future plans envision doing the packages on computer.

The program is unique in several ways. At present, only three schools in the city offer programs in travel and tourism. Most of the lessons require students to solve problems strategically. There is a heavy emphasis on writing, role playing, and communication skills.

The nature of the program is such that it lends itself readily and naturally to field trips. We have taken a walking tour of Brooklyn Heights, the Brooklyn Bridge, and lower Manhattan, ending at the South Street Seaport. This provides a new experience for many of the students, as well as teaching them local geography in a lively way.

THE STUDENTS

There are approximately 50 students in the program. They enter as juniors and remain committed for two years. Classes meet for 40 minutes a day, 5 days a week. The program can easily be adapted to meet the needs of students in many different schools and communities. Plans are currently underway to replicate it in at least five cities throughout the country, with more to follow.

THE STAFF

The program was developed and is implemented by Michaelina Cavallaro, who has been a licensed teacher of social studies for 23 years. During the two years that she has been teaching travel and tourism, she has spent summers in specialized training aimed at exposing teaching staff to as many facets of the travel industry as possible.

MATERIALS AND FACILITIES

The program is implemented in a conventional classroom. Most of the teaching resources have been developed by the staff, and include various audiovisual aids, statistical data, maps, readings, news articles, and materials obtained from the industry.

OUTSIDE RESOURCES

We have met with other schools in the program at an annual holiday ice skating party at Central Park's Wollman Rink. Since this is a December trip, we combine it with a walking tour of Rockefeller Center and a visit to New York's famous tree. We have also invited guest speakers such as Ben Du Bose who are expert on local history.

OVERALL VALUE

Developer Cavallaro explains, "The real value of this program is the enthusiasm for New York City which it engenders in students. Learning about their city and community firsthand is a much more valuable experience than traditional methods might allow. This value is apparent in the quality of the projects the students submit."

MORE INFORMATION
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IMPACT II
GRANT REVIEW COMMITTEE MEMBERS

Phyllis Beinstein	P.S. 81 - CSD 10
Marilyn Dixon	P.S. 36 - CSD 5
Carmen Farina	CSD 15
June Gray Fletcher	CES 11 - CSD 9
Peggy Godfrey	JHS 123 - CSD 8
Abdul Griffith	Citywide Programs
Michael Haas	South Shore H.S. - Brooklyn
Clara M. Kodah	CES 11 - CSD 9
Kathleen LeFevre	P.S. 188 at JHS 120
Mary E. McCarthy	CSD 31
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Mark S. Richman	JHS 43 - CSD 21
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Nina Wasserman	P.S. 131 - CSD 15
Roberta Wheeler	P.S. 143 - CSD 24
Jill Williams	P.S. 163 - CSD 3
Richard Woltz	I.S. 246 - CSD 17

PARTICIPATING TEACHERS

Abbio, Carmine 48
Ackerman, Marilyn 38
Baez, Anacleta 12
Bono, Rachel 18
Bowles, Dyahann 45
Braun, Sheila 35
Brooks, Susan 45
Brownstein, Irwin 50
Cavallaro, Michaelina 61
Chrust, Debbie 33
Cordero, Wilma 60
Corlito, Antonio 28
Diener, Ross 47
Dietz, Anny 25
English, Nancy 56
Feder, Paul 32
Frome, Martin 29
Gatto, John Taylor 20
Gelber, Stanley 59
Gordon, Elizabeth 6
Grady, Amber 44
Grassel, Ed 40
Green, Audrey 42
Green, Roberta 15
Harris, Roy 30
Hoffman, Beverly 4
Iacometta, John 2
Jung, Joan 49
Kandratino, Ann 40
Kayak, Elena 19
Keith, Terri 52
Kelly, Elizabeth 11
Kinkel, Linda 34
Kintisch, Shelly 60
Knight, Janice 10
Koa-Chan, Aimee 42
Kops, Virginia 26
Kossover, Rochelle 10
Liebowitz, Lynne 55
Lord, Jeanette 43
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Miller, Harriet 13
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